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ABSTRACT

This comparative study was undertaken to analyze the strengths and weaknesses of the social studies programs in the training of primary school teachers in the Asian countries. A detailed questionnaire was sent to selected associated institutions of the Asian Institute for Teacher Educators in each of the member states of UNESCO, except Mongolia; responding were: Afghanistan, Burma, Cambodia, Ceylon, Republic of China, India, Indonesia, Iran, Japan, Republic of Korea, Laos, Malaysia, Nepal, Pakistan, Philippines, Singapore, Thailand, and the Republic of Viet-Nam. This report is a narrative presentation of the data, divided into these sections: 1) objectives; 2) organization of courses; 3) composition of the content course(s); 4) composition of the methods course(s); 5) teaching methods and procedures used by teacher educators; 6) methods of evaluation used; 7) equipment and material facilities; 8) staff qualifications and responsibilities. Preceding these sections is an analysis of the concept of the social studies adopted by curriculum makers for the teaching of this subject at the school level. A final section summarizes the author's conclusions and recommendations. (DJB)

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ASIAN INSTITUTE FOR TEACHER EDUCATORS
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UNIVERSITY OF THE PHILIPPINES, QUEZON CITY

THE TEACHING OF THE SOCIAL STUDIES IN PRIMARY TEACHER TRAINING INSTITUTIONS IN ASIA

EDWARD A. PIRES

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UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA
BANGKOK
1970

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ASIAN INSTITUTE FOR TEACHER EDUCATORS
(sponsored by Unesco)
University of the Philippines, Quezon City

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EDWARD A. PIRES

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to International Education Year

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THE TEACHING OF THE SOCIAL STUDIES IN PRIMARY TEACHER TRAINING INSTITUTIONS IN ASIA

Introduction

Method used

This comparative study was undertaken in order to get a picture of the strengths and weaknesses of the social studies programmes in the training of primary school teachers in the Asian countries with a view to suggesting desirable modifications and possible improvements. It was felt that, in this area of teacher training, there are considerable variations from country to country not only in the very concept of the social studies, and therefore in the organization of courses, but also in the methods and techniques of teaching and of evaluation that are generally employed.

A detailed questionnaire was prepared and sent out to selected associated institutions of the Institute in each of the Asian Member States of Unesco except Mongolia in which the Institute has no associated institution. Replies were received, in some cases after several reminders, from all of the following countries : Afghanistan, Burma, Cambodia, Ceylon, the Republic of China, India, Indonesia, Iran, Japan, the Republic of Korea, Laos, Malaysia, Nepal, Pakistan (both East and West), the Philippines, Singapore, Thailand and the Republic of Viet-Nam.

After the following brief analysis of the concept of the social studies that has been adopted by curriculum makers for the teaching of this subject at the school level in the different Asian countries, these aspects of the social studies at the primary teacher training level are examined in turn : 1. Objectives; 2. Organization of courses; 3. Composition of the content course(s); 4. Composition of the methods course(s); 5. Teaching methods and procedures used by teacher educators; 6. Methods of evaluation used; 7. Equipment and material facilities; 8. Staff qualifications and responsibilities.

The concept of the social studies as it is taught at the school level

It was felt desirable to know how the makers of the curriculum at the school level in the different countries conceived of the social studies, because the training given to teachers would have to be in harmony with this concept and the consequential organization of the course(s) in this area. The respondents were therefore asked to explain whether the term 'social studies,' as it

is used in the context of the school curriculum, is (i) a collective name for the teaching of such distinct subjects as history, geography, civics, etc., or it is (ii) a combination of these subjects with, however, the constituent elements still retaining much of their individual identity; or it is (iii) a broad concept embracing the study of man and his environment and utilizing for such a study selected materials from a number of social subjects; or it is (iv) some other concept.

The most common practice seems to be the first, where social studies is only a collective name for such distinct subjects as history, geography, civics, etc. It is so in Afghanistan, Cambodia, Indonesia, Iran, Laos, East Pakistan and the Republic of Viet-Nam. In Burma, the Republic of China, Malaysia and West Pakistan, the position is the same except in the lower primary classes: in Burma, in the infants' class and up to grade II (or standard II, as it is called there), Environmental Study (which is another name for the social studies) is taught with an attempt to combine all the subjects such as history, civics, geography, basic science, etc., as an integrated subject; whereas in the upper primary classes (that is, the third and fourth standards) these are taught separately. In Malaysia, with the publication of a new syllabus under the heading, "Local Studies," for grades I to III, an attempt is being made to combine civics, history and geography in an integrated manner. Similarly, in the Republic of China and in West Pakistan, except in the lower grades in the elementary school, the social studies follow the traditional pattern and constitute only a collective name for the teaching of history, geography, civics, ethics, etc.

In Ceylon and in the Republic of Korea, it is the second concept that prevails. In Ceylon, instead of the term 'social studies', the term 'environmental activities' is generally used under which an attempt is made to combine the various subjects with, however, the constituent elements still retaining much of their individual identity. In the Republic of Korea, an attempt is made to combine such subjects as history, geography, civics, political science and philosophy in much the same way.

In India, where education is the responsibility of the seventeen states that make up the Indian Union, the concept of social studies is understood differently in the different States. In some States, it is the same as in Ceylon and the Republic of Korea; in other States, as for example in Gujarat, particularly at the elementary school level, it is a broad concept embracing the study of man and his environment and utilizing for such a study selected materials from a number of social sciences.

This third broad concept of the social studies is also the prevalent concept in the remaining four countries included in this study; namely, Japan, Nepal, the Philippines and Thailand. In the absence of explanatory notes from the respondents, the concept cannot be elaborated further.

This brief review indicates that the traditional organization of the social studies at the elementary school level still persists in most of the Asian countries. If the newer concepts and approaches are to be introduced, it is probably best to begin by training elementary school teachers to undertake this task.

A brief exposition of the most important of these newer concepts will, therefore, not be out of place here. [1]

According to one concept, the term 'social study' -- which is preferred to the term 'social studies' -- stands for a specialized way of looking at specific kinds of problems. Social study, according to this view, is a separate discipline and not an amalgam of various subjects. The ultimate objectives of this study are an understanding and appreciation of the interactions among men and the motivations underlying them, and not mere historical or geographical or economic facts. For this reason, the processes employed in social study, namely, observation and thinking, are extremely important. The student is placed in the role of a searcher after truth and in this role he uses whatever materials will serve his enquiry - inscriptions, documents, pictures, newspaper reports, books, verbal statements, etc. He does not blindly accept data which has been handed down to him on the basis of authority; but he uses this data for exercising his mind over it, questioning it, trying to interpret it, building hypotheses on it and testing his hypotheses. He is involved, as it were, in a critical dialogue with the materials at his command, and these include books; and for this reason, social study cannot be presented merely as topics taken from books.

Another concept of the social studies regards them as an encounter with ideas for promoting value judgements. The main objective of the social studies, in this view, is not so much to promote the preservation of the cultural heritage as to assist in the creative reconstruction of society. The stress is on providing opportunities to students for critical thinking about the affairs of men, past, present and future, in order to help them to arrive at judgements on matters of crucial importance that will serve to heal cultural cleavage and make for social harmony. In the process, students are trained to inquire intelligently into beliefs, values and social policies and to assess the implications and consequences of various possible solutions to social problems. Here again, therefore, the process is as important as the results which "should be a body of tested principles and generalizations about human relations and society."

Yet another new approach to social studies organization is through concepts which can serve as foci around which facts and principles which relate to social living can be organized and suitable methods of enquiry developed. Examples of such concepts are 'culture', 'social stratification' and 'religion'

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1. For a slightly longer treatment, the reader is referred to: Pillai, N.P. "Changing trends in teaching social studies," Trends in Teacher Education, 5, December 1968.

which cut across the social sciences and make an interdisciplinary study possible. It is necessary, if this approach is adopted, to begin with simpler concepts like the individual in the family, and move on to more complex concepts like 'citizenship.' It is also necessary to analyze and sub-divide a concept into its component elements and to formulate units for study which are manageable and which facilitate the making of generalizations and the derivation of principles which explain human behaviour in general terms rather than in specific cases, although such cases may be validly used as the raw materials for study. One development in this approach has been to widen its base and to include 'problems' as well as 'concepts' as the basic material for the social studies curriculum. It is believed that such a programme built around concepts and problems will help citizens more efficiently to make decisions and to act on them than the traditional forms of the social studies.

With this brief analysis of the concept of the social studies adopted by curriculum makers at the school level in Asia and elsewhere, we can pass on to the study proper, which is a study of the teaching of the social studies in primary teacher training institutions in Asia.

CHAPTER ONE

THE OBJECTIVES OF TEACHING THE SOCIAL STUDIES

The first section in the questionnaire dealt with the objectives of the teaching of the social studies in primary teacher training institutions in Asia. There were eight questions in this section, and the replies to each of them will be dealt with in turn.

The first question enquired of the respondents whether there was any printed statement of the general objectives of the course(s) in the social studies in the curriculum of the primary teacher training institutions in their respective countries that was easily available both to teacher educators and to student teachers.

Replies of 'yes' were received from the following twelve countries: Afghanistan, Burma, Cambodia, India, Indonesia, Iran, Japan, the Republic of Korea, Laos, the Philippines, Singapore, and Thailand.

In the second question, those who answered question 1 in the affirmative were requested to furnish a copy of the objectives as listed in the printed statement. Seven of these countries were able to comply with this request: Burma, Cambodia, India, Iran, the Republic of Korea, the Philippines and Thailand.

Although the respondent from Burma did furnish a list of objectives, they are the objectives of the courses in the social studies at the primary school level. Students in primary teacher training institutions there are required to review the courses taught in the primary school and they do this "within a year in two semesters."

The respondent from Cambodia replied that his centre is now concerned only with the methodology of teaching the social studies. Under the old system, however, when there were content courses also, the following objectives were followed:

1. To help the student teachers understand:
   - the interdependence of people;
   - the possibilities of exploitation and development of natural resources to raise the standard of living;
   - the basic principles of conserving natural and human resources;
   - the value of co-operation and effort;

- the geographical influences on one's way of life;
- the role of the government in the field of social work.

2. To help the student teachers appreciate:

- the dignity and value of each human being;
- their natural environment;
- the cultural heritage of their country and the contribution of this heritage to other cultures;
- the social, cultural and aesthetic values in Cambodian society;
- the importance of co-operation with others in the pursuit of common objectives.

3. To help the student teachers to apply and direct their learning to:

- observation;
- analysis;
- collection of information;
- solution of problems by scientific methods.

For India, Iran, the Republic of Korea, the Philippines and Thailand, the objectives of the teaching of the social studies are available in printed form for both teacher educators and student teachers. These are reproduced here for the benefit of the reader.

The reply from India is couched in very general terms because of the fact that each of the seventeen States has its own programme of social studies. The main objectives as stated in the syllabi of the different States are as follows:

1. To develop a broad human interest in the progress of mankind in general and of India in particular.
2. To develop a proper understanding of the social and geographical environment and to awaken an urge to improve it.
3. To develop a sense of citizenship.

In Iran, the general objectives of teaching the social studies are:

1. To give the student the kind of information that will enable him to know his life environment and his fellow citizens better.
2. To enable the student to understand the inter-relationships among people, such as between himself and his family, and between his community and the world community.
3. To teach the student how he can prepare himself for his social responsibilities.

In the Republic of Korea, the social studies courses in the primary teacher training institutions aim at the goals listed on the next page.

1. Heightening the students' understanding of basic human rights and of social life, and cultivating the abilities of, and the right attitudes towards, independent behaviour and social co-operation.
2. Developing in students a proper understanding of the relation between human life and natural environment, and improving the ability to take advantage of the environment.
3. Enhancing the students' understanding of the origins of the cultural heritage in human life and developing the attitudes and abilities to transmit and improve the cultural heritage.
4. Enhancing the students' understanding of the cultural uniqueness of their country and developing the attitude of mutual co-operation in a free and democratic society.
5. Heightening the students' sensitivity to the problems facing not only their own country but also international society and developing a keener insight for a sound solution of these problems.
6. Developing the abilities required to teach effectively the social studies course at the elementary school level.

In the Philippines, the following points are stated to be the objectives of the social studies courses, although they are perhaps more appropriate for teaching at the school level rather than the teacher training level.

1. To gain an understanding of existing institutions through a study of social relationships in the home, the school, the community, the country and the world.
2. To develop correct attitudes towards character education, geography, history, government, community problems, Filipino customs and traditions, and moral and spiritual values inspired by an abiding faith in God.
3. To create an understanding of the interdependence of men and nations and through such understanding develop broader social-mindedness essential to human progress.
4. To encourage the study, understanding and practice of desirable human relationships so that the child may be able to assume the responsibilities of citizenship and become a worthy member of society.
5. To learn to love one's country and admire the good in other lands.
6. To understand and appreciate the democratic way of life.
7. To cultivate an active and sustained interest in the reading of content materials in the social studies.

The social studies in primary teacher training

In Thailand, the objectives of the social studies courses in primary teacher training institutions are stated as follows :

1. To enable students to understand the relationship between man and his natural and social environment.
2. To enable students to acquire a knowledge of the social, cultural and political development of different nations.
3. To enable students to appreciate moral and cultural values, and to act accordingly.
4. To enable students to understand the relationship between man and the production, consumption and conservation of natural resources.
5. To train students to recognize their rights and duties as citizens and their responsibility toward fellow citizens and a democratic society.
6. To train students to respect other peoples' rights and opinions regardless of their race, colour, religion or socio-economic status.
7. To enable students to understand, evaluate, and apply scientific and logical methods to problem solving.
8. To enable students to teach social studies in primary schools effectively.

The countries that had no printed statement of the general objectives of the course(s) in the social studies that could serve as a guide to their teacher educators as well as to their students were asked in the next question (question No. 3) to state what general objectives were commonly followed by the lecturers in the social studies courses. The respondents from five countries, Ceylon, the Republic of China, Malaysia, Nepal and West Pakistan have stated their objectives, as reproduced below.

Ceylon :

1. Helping students to acquire an understanding and appreciation of the people and things around them to serve as a good foundation for the study of the social studies at the secondary school level.
2. Formation of their character and development of their personality.
3. Making the child understand his environment and use it for his advantage.

These objectives, again, as in the case of the Philippines, are suitable objectives for the teaching of the social studies at the elementary school level rather than at the level of teacher training.

The Republic of China :

1. To provide students with an understanding of the importance and content of the social studies.
2. To provide students with the experience of learning the different courses in the social studies for the purpose of teaching them in the elementary school.
3. To provide students with opportunities for observation and practice teaching of social studies courses in order to impart to them the practical methods of teaching such courses.

Malaysia :

A follow-up study of history and geography at the upper secondary level intended to give breadth rather than depth in these subjects.

Nepal :

The content course is offered to students of the two-year course in order to give them a broader academic background. The methods course is offered to the students of the one-year course and to the final-year students of the two-year course in order to make them proficient in teaching the social studies in the primary grades.

Pakistan (West):

1. To promote understanding of the concepts related to history, geography and civics.
2. To help the trainees in becoming better teachers of the social studies.
3. To inculcate the spirit of nationalism among the trainees.
4. To broaden the social outlook of the teachers.

The next question (No. 4) in this section enquired of the respondents whether the students in training who pursue the social studies course(s) are made aware of these objectives. Only the respondent from the Republic of China answered in the negative, and three, Cambodia, Laos and the Republic of Viet-Nam, gave no answer. The rest replied in the affirmative.

Comments on the Statements of Objectives

A perusal of both types of statements reproduced in the foregoing paragraphs, those that are found in print and those that are not, shows how greatly the various statements differ from one another in their formulation from the point of view of serving as a useful guide both to the teacher educator in teaching his course(s) effectively and to the student teacher to profit maximally

from his study. One obvious conclusion that can be drawn at this point is that there is need in most of the Asian countries for a carefully considered statement of general objectives for the entire social studies programme in primary teacher training institutions. One effective way of doing this would be to convene a conference of experienced teacher educators who are engaged in the teaching of the social studies at this level. Another would be for those responsible for framing the syllabus for the social studies course(s) to suggest certain objectives and to ask the actual teacher educators to give their reactions to these suggestions, on the basis of which the objectives may then be finalized.

Titles of the social studies courses

The next question (No. 5) in this section of the questionnaire asked for the precise titles (in their English translation) of the social studies courses taught in the primary teacher training institutions and as given in the printed curriculum followed by these institutions.

The data provided by the respondents is given below.

Afghanistan

1. Social studies - 10th grade:

   Ancient World History
   Physical, Economic and Human Geography
   Middle East Geography
   Geography of the Largest Countries (e.g. the U.S.A., China, the U.S.S.R., etc.)

2. Social studies - 11th grade:

   Ancient History and Geography of Afghanistan

3. Social studies - 12th grade:

   Modern Afghanistan
   The Modern World: 1900 to the Present
   The United Nations

Burma

1. Environmental Study - Infant Class and Lower Primary Level
2. Burmese History (Stories))
3. World History (Stories)) Third and Fourth Standards
4. Geography)
5. Basic Science)

Cambodia

First Year:
1. Concepts of General Geography
2. Study of Asia
3. Study of Africa
4. Study of Oceania

Second Year:
1. Study of America
2. Study of Europe
3. Internationalism

Note: For each country studied, the programme includes the following aspects: (i) the origin and characteristics of the people being studied; (ii) their natural environment; (iii) their life; (iv) their social, economic and cultural aspects; and (v) their government. The responding institution, Le Centre de Preparation Pedagogique in Kompong Kantout, Province de Kandal, which is one of the primary teacher training institutions in Cambodia, had dropped these courses for the academic year and was only offering a course in the Methods of Teaching Social Studies, which is distinct from the content courses.

Ceylon

1. History
2. Civics
3. Geography

Republic of China

1. History
2. Geography
3. Civics and ethics
4. Dr. Sun Yat Sen's thought
5. Instruction in the social studies
6. Elective: social studies

India

A. In some States, there is a course only in the Methods of Teaching Social Studies.

B. In other States, where content courses are included, the following are the most common content courses offered:

1. History of India
2. World history
3. World geography
4. Geography of India
5. Indian administration
6. Indian economics

C. In some States, as in Delhi and Kerala, there is an integrated course called Social Studies, one part of which is content and the other methodology.

Indonesia

1. Geography of Indonesia
2. General geography
3. History of Indonesia
4. General history
5. Civics
6. Methods of teaching social studies

Iran

1. History
2. Geography
3. Civics
4. The white revolution
5. Co-operative education
6. Methods of teaching (i) history, (ii) geography, (iii) civics

Japan

In Japan, 46 national universities now offer the primary teacher training course; these courses are the main source of supply of primary teachers. The Ministry of Education has suggested the following subjects as desirable ones in the area of the social studies:

1. History
2. Geography
3. Jurisprudence and politics
4. Sociology and economics
5. Philosophy and ethics
6. Teaching of social studies

However, as the universities are autonomous, they offer differing patterns of courses in the social studies curriculum. The following is the pattern at the Tokyo Gakugei University, which is an associated institution of the Institute:

1. Economics
2. Sociology
3. History
4. Geography
5. Jurisprudence
6. Teaching of social studies

Republic of Korea

1. History of civilization
2. Philosophy of democracy

Republic of Korea (Cont'd)

3. Problems in Korean society
4. Elementary school social studies education
5. Optional or elective course: social survey and research

Laos

1.	Concepts of general geography	First year
2.	Study of Asia	
3.	Study of America	
4.	Study of Europe	Second year
5.	Internationalism	
6.	Study of Africa	
7.	Study of Oceania	

Note: The responding institution, L'Ecole Superieure de Pedagogie in Vientiane, which is one of the primary teacher training institutions in Laos, had dropped these courses for the year and was only offering a course in the Methods of teaching social studies.

The course in the Methods of teaching is a distinct course.

Malaysia

1. History (including aspects of the National Constitution)
2. Geography (including economics and public affairs)
3. Teaching of history and geography

Nepal

Teaching of social studies

Note: In the two-year course, both content and methods are included in the course in social studies; the one-year course concentrates only on methods of teaching.

Pakistan (East)

1. Contents and methods of teaching history
2. Contents and methods of teaching geography
3. Citizenship and theory and practice of rural uplift

Pakistan (West)

Social studies

The Philippines

Until the current 1968-1969 academic year, the following courses were taught in the regional public normal schools:

1. Social science 1 - Rural sociology in the Philippine setting

The Philippines (Cont'd)

2. Social science 2 - Philippine socio-economic history and present problems
3. Social science 3 - Current ideologies and world understanding
4. Elective : Social science 4 - Philippine government and political law

The revised social studies curriculum in the public regional normal schools is as follows :

1. Social science 1 - Philippine history and institutions
2. Social science 2 - Philippine government
3. Social science 3 - Western thought
4. Social science 4 - Eastern thought
5. Social science 5 - General psychology
6. Education 4 - Teaching elementary school subjects 1

One of the public regional normal schools also offers an elective course in economics. The private elementary teacher training institutions have some measure of freedom in offering alternative or additional courses, with the result that the offerings in different institutions can vary somewhat. To illustrate this point, here are the courses offered in one private institution : (1) Philippine history; (2) world geography; (3) home and family relations; (4) Philippine government; (5) rural sociology.

In this study, the data furnished relates to the public regional normal schools.

Singapore

1. History
2. Geography
3. Civics and government
4. Methods of teaching history
5. Methods of teaching geography

Thailand

1. Social studies 1 - Structure of Thai society
2. Social studies 2 - Constitutional administration
3. Social studies 3 - Religion
4. Social studies 4 - Geography I
5. Social studies 5 - Geography II
6. Social studies 6 - Thai history
7. Social studies 7 - General history
8. Education 9 - Methods of teaching social studies in primary grades

Republic of Viet-Nam

1. Methods of teaching history in elementary schools
2. Methods of teaching geography in elementary schools
3. Methods of teaching citizenship in elementary schools
4. Economics and political science

Observations on the courses outlined above

There are a few interesting features about these courses which may be noted.

Burma, for example, includes basic science in the social studies curriculum. As pointed out earlier, this is only a review of the general science curriculum in the elementary school.

In the Republic of China, social studies constitutes one of the electives that may be offered for specialization in addition to the five compulsory courses in this area, one of which is Dr. Sun Yat Sen's Thought.

In Iran, the course on the White Revolution stresses the principles of the bloodless, silent, social revolution that is taking place in the country under the leadership of His Majesty the Shah of Iran. Iran is also the only country that offers a separate course on co-operative education.

Cambodia and Laos are the only countries that offer a separate course on internationalism. The course comprises three units: The First World War; the Second World War; and the United Nations and its Specialized Agencies. The Philippines until recently had a course in current ideologies and world understanding which it has now dropped.

An interesting and useful course in East Pakistan is the course on citizenship and theory and practice of rural uplift. Courses in citizenship or civics are not uncommon, but it is rarely that one comes across a course in rural uplift. In some States in India, there is a course on community development. In West Pakistan community education is included as a topic for study in the social studies syllabus. The Philippines, until very recently, had a course of rural sociology in the Philippine setting, but it was dropped when the curriculum was revised. In the writer's opinion, this course should have been retained because it served to provide prospective teachers with an opportunity to study and understand rural life and rural problems. The Philippines is the only country that includes general psychology under the social sciences at the primary teacher training level.

Thailand includes a course in religion as part of its social studies curriculum; but there are other countries like Afghanistan, Indonesia, and Iran, which, although they teach religion, do not regard it as part of the social studies. In the Republic of China, ethics is taught along with civics.

Japan is the only country that offers a course in jurisprudence. It is also the only country that offers courses in sociology. Something that

approximates the latter is the course offered in Thailand on the 'Structure of Thai Society'. The Republic of Korea offers a course which is interestingly called 'Philosophy of Democracy'.

After history and geography, civics is a fairly common course in primary teacher training institutions in Asia. In some countries where civics as such is not offered, there are alternative courses, as follows:

India (in some States): Indian administration.
Republic of Korea: Problems in Korean society.
Pakistan (East): Citizenship.
The Philippines: Philippine government.
Singapore: Civics and government.
Thailand: Constitutional administration.
Republic of Viet-Nam: Political science (along with economics).

Besides the Republic of Viet-Nam, the only countries where a course in economics is included in the social studies curriculum are India, where some States provide a course in Indian economics, Japan, and Malaysia, where economics and public affairs are included as an 'extension' of geography. In the older Philippine curriculum, there was a course in Philippine socio-economic history and present problems which has been discontinued.

Specific objectives of the different social studies courses

The next three questions (6, 7 and 8) in the first section of the questionnaire sought to determine the specific objectives of each one of the courses in the area of the social studies taught in the primary teacher training institutions.

Asked whether there were printed statements available of such specific objectives, the following countries replied in the affirmative: Afghanistan, Burma, the Republic of China, India, Indonesia, Iran, the Republic of Korea, East Pakistan, the Philippines and Thailand.

Of the respondents affirming that statements of specific objectives are available for each of the undergraduate social studies courses, three of them (Afghanistan, East Pakistan and India) failed were unable to provide copies of the relevant statements. The respondent from India, however, stated that such statements of specific objectives are available in most but not all States. In the State of Delhi, for example, where social studies is an integrated course, only a statement of general objectives such as the following is possible: (i) to teach pupil teachers how to play their part as members of the society into which they have been born; (ii) to train them to develop effective personalities and to be useful citizens of the modern world; (iii) to develop self-awareness, social awareness and an awareness of their environment together with a growing consciousness of something bigger than self; and (iv) to train them to think and feel clearly, courageously and honestly.

As the social studies course in the primary teacher training institutions in Burma consists of a review of the courses offered at the primary school level, we need not review the objectives of these courses.

From the Republic of China, data is available on the specific objectives for three of the courses in the social studies, namely, history, geography, and civics and ethics. The objectives are as follows:

1. History

   a) To make the students understand the history of their country and particularly the relationship among the different tribes in its development up to the present;

   b) To make the student understand the political, economic, social and cultural developments and his contribution to the culture of his country as well as that of the world;

   c) To make the student understand the current world and its rapid changes;

   d) To make the student learn enough history and acquire adequate historical knowledge as well as the skill to teach it and to cultivate his interest in the study.

2. Geography

   a) To make the student understand the origin of the nation and the geographical background to its development;

   b) To make the student understand the relationships among the geographical conditions in the countries in the world;

   c) To help the student understand the different countries and their ways of living, cultivate a spirit of independence and maintain a strong belief in international peace.

3. Civics and ethics

   a) To make the student understand his country's ethical and moral knowledge and experiences and to better develop his attitudes and personality;

   b) To help the student understand and adjust to the modern social and cultural environment and to make his contributions to society, the nation and the world;

   c) To help the student understand children and learn the effective methods of dealing with them.

In Indonesia, the specific objectives of the social studies courses are as follows:

1. History of Indonesia

   a) To guide the students' development to help them become: (1) specialized people a la Indonesia with the spirit of Pantjasila; (2) perfect patriots; and (3) people who cherish world peace;

. b) To give the students wide knowledge about the history of nationalism needed for teaching in the elementary school;

c) To provide the students with basic knowledge about the history of Indonesia and world history for their needs in society and to serve as a foundation for further studies at the universities.

2. World history

To give students an understanding of the development of the world in general and of Asia in particular in relation to, and in comparison with, the development of Indonesia.

3. Civics

To form Indonesian socialist human beings with the spirit of Pantjasila.

4. Geography (of Indonesia and other countries)

a) To cultivate in the students love for their own country;

b) To promote in students an understanding of other nations as well as an attitude of respect for and co-operation with them;

c) To impart to students a knowledge of the situation of the earth and its phenomena;

d) To lead students to analyze man's efforts to satisfy his needs.

In Iran, the specific objectives of the social studies courses are set out in the guide-books for teachers. It would appear, therefore, that they are objectives to be aimed at by school teachers rather than by teacher educators. These objectives are as follows:

1. Civics

a) Learning about the government administration;

b) Familiarization with the laws and regulations of the country and the necessity for observing them;

c) Learning about the various types of governments, specially about a constitutional monarchy;

d) Understanding the meaning of democracy and its role and place in society;

e) Learning about the individual's rights as well as the social rights in a society;

f) Familiarization with the social environment of the student.

2. History

a) Learning about historical personalities and events, particularly those in the history of Iran;

b) Developing in the students a sense of appreciation for the efforts and accomplishments of previous generations;

c) Creation of a sense of 'national pride'.

d) Learning about the traditions and the social institutions of the past;

e) Promoting international understanding;

f) Learning lessons from what has happened in the past.

3. Geography

a) Familiarization with the physical environment in which the student lives;

b) Learning about the natural or physical environment and the appropriate ways and means of adapting to its conditions;

c) Gaining a comparative knowledge of the geography of Iran and its neighbouring countries;

d) Studying the life in the rural and urban areas in relation to the geographical and economic situations in these centres;

e) Gaining a general knowledge and understanding of the world or our planet, the earth.

4. The White Revolution

a) Learning the principles of the White Revolution in Iran;

b) Learning about social evolution;

c) Developing an appreciation for the efforts of those who are serving the country of Iran;

d) Developing a sense of loyalty towards and appreciation of the First Person or the leader of the country of Iran;

e) Obtaining an understanding of the spirit of the White Revolution;

f) Comparing the social situation of the country before and after the White Revolution.

5. Co-operative education

a) Strengthening the sense of social welfare and social service in children;

b) Reducing selfishness in children;

c) Encouraging children to help others;

d) Teaching children to co-operate with others.

The social studies in primary teacher training

In the Republic of Korea, the following are the specific objectives of the courses in the social studies:

1. History of civilization

   This course strives to develop in the students:

   a) The attitude and ability to study and criticise rationally historical facts;

   b) An understanding of the generality in historical development and the particularity in each regional country;

   c) An enhanced patriotic spirit, by an understanding of the uniqueness and superiority of our culture;

   d) The attitude and ability needed to work for a permanent peace, the improvement of human life, and the creation of a new culture.

2. Philosophy of democracy

   This course strives to develop in the students:

   a) A steady critical sense on communism through an understanding of the nature and development of democracy;

   b) The ability to think independently and to co-operate with others as a member of a democratic citizenry;

   c) The attitude and ability needed to work for the sound realization of the democratic way of life by recognizing the reality of our country;

   d) The ability to think logically and philosophically through an understanding of the meaning and problems of the democratic philosophy.

3. Problems in Korean society

   This course strives to develop in the students:

   a) An enhanced qualification as a responsible citizen by cultivating the ability to work for the improvement of the democratic way of life;

   b) A comprehensive understanding of social problems in our country and the ability needed to overcome our backwardness;

   c) An increased understanding of our fatherland, its resources, trade, industries, etc., and the attitude and ability needed to utilize and improve all of them effectively;

   d) The ability to comprehend soundly the relations between the international situations and our country, and to think and judge from a world-wide point of view.

4. Elementary school social studies education

This course aims at:

a) Understanding clearly the nature and importance of the social studies course;

b) Comprehending precisely the objectives, contents, structure and principal aspects of the course for effective instruction in the social studies;

c) Developing the ability to make good teaching plans and to use effective teaching methods;

d) Understanding the methods of unit development and evaluation;

e) Understanding the methods of constructing and operating the teaching aids needed for instruction in the social studies.

In the Philippines, the following are stated by one public regional normal school to be the specific objectives of the social studies courses in the revised curriculum:

1. Social science 1 - Philippine history and institutions:

a) To know, understand and appreciate the ancient culture of the early Filipinos;

b) To be acquainted with the conquest and colonization of the Philippines and their significance to society;

c) To know and appreciate the factors that made the Filipinos engage in activities in defense of their freedom;

d) To know and appreciate the Filipinos' struggle for self-government and independence.

2. Social science 2 - Philippine Government

a) To acquire a clearer understanding of the theories and problems of political science;

b) To gain a working knowledge of certain terms and concepts commonly found and used in contemporary government affairs;

c) To gain a functional knowledge of the operation and organization of the Philippine Government;

d) To help prospective teachers understand their role in government affairs;

e) To know the important personages who have shaped the Philippine government, with an emphasis on their individual contribution.

3. Social science 3 - Western thought

   a) To know the growth and influence of Western ideas;

   b) To develop the habit of critical thinking and independent study;

   c) To appreciate the contributions of Western thinkers;

   d) To develop skills in gathering information;

   e) To form proper attitudes toward world understanding.

4. Social science 4 - Eastern thought

   a) To understand the history, geography, economy and culture of the different countries in the Far East;

   b) To appreciate the philosophies of Chinese thinkers like Confucius, Mencius, Lao Tze, Sun Yat Sen, Mao Tse Tung;

   c) To understand how communism came to China and the sufferings wrought on the Chinese people and their neighbours;

   d) To appreciate how caste, Buddhism, Hinduism, Islam, and population explosion have affected the lives of the people of India and Pakistan;

   e) To understand the lives of Tagore, Gandhi, Nehru, Jinnah and Ayub Khan and how their philosophies have influenced the lives of their people;

   f) To understand how the religions of India have influenced the religion of Japan, its culture, industry and militarism;

   g) To understand how the Filipinos, Indonesians, Malaysians, Koreans, Vietnamese, Thais and other Asians live under the communists' threats;

   h) To appreciate the philosophy of Rizal, "the greatest Malayan", and the thinking of past and present Filipinos;

   i) To appreciate the speed of modern communications and how it has influenced peace among nations and how the United Nations has worked to keep peace in the Far East, and how the United States and other developed nations aid the Far Eastern countries economically.

5. Social science 5 - General psychology

   a) To know that man is a biological organism and lives in a bio-social relationship in society;

   b) To equip student teachers with the necessary background about the child's behaviour, his mental processes and his adjustment to his environment;

c) To provide student teachers with adequate knowledge in psychology to be able to understand the growth and development of children as well as the people they may have come in contact with in their lives as teachers.

In Thailand, the specific objectives of the social studies courses are as follows :

1. History

   a) To develop pride in our history and loyalty to our nation;

   b) To realize the importance of international relations and understand the independence of people in the modern world;

   c) To show the influence of western civilization on the underdeveloped parts of the world.

2. Geography

   a) To realize the tremendous effect of the earth upon man;

   b) To understand the ways in which man has conquered nature and changed it for his purposes.

3. Economics

   a) To understand the economic life of people in Thailand;

   b) To understand the importance of world trade and its effects on our economy;

   c) To understand the need for capital in Thailand and in other parts of the world for industrialization programmes and the difficulties involved in obtaining it.

4. Sociology and government

   a) To appreciate the basic similarities of people everywhere;

   b) To understand that differences exist and that some differences are to be cherished and others to be resolved;

   c) To recognize personal, social, economic and political problems on the community, national and international levels.

The last question in this section of the questionnaire was directed to the countries which have no printed statements of the specific objectives of the different courses in the social studies. They were asked to say what are the specific objectives that are generally followed by the lecturers in each of these courses.

The social studies in primary teacher training

In the Republic of Viet-Nam, the following are the specific objectives that are followed by the lecturers :

1. Economics

To make student teachers understand the backwardness of the national economy so that they will be able to participate effectively in its development.

2. Political science

To help the student teachers develop a national spirit.

The syllabus for the social studies of the Saigon Normal School contains an expanded statement of these objectives, part of which is reproduced here : "Although student teachers who are admitted to a teacher training school may possess the Baccalaureate (first part), the economics of /Republic of/ Viet-Nam (taught briefly in secondary schools) still remains a very important subject and must serve as a base to make our students understand better the latent resources of their country and to reaffirm their belief in the future of /Republic of/ Viet-Nam. This subject must be explained thoroughly in a teacher training school."

Comments on the specific objectives of the courses in the social studies

Examination of the data provided by the responding institutions indicates that the attention paid in the different Asian countries to spelling out the objectives of the various courses in the social studies is very uneven. In a number of countries, there are no objectives listed in the syllabi and, in some, the lecturers themselves do not appear to formulate objectives. In the remaining countries where the specific objectives have either been incorporated in the detailed printed syllabi or the lecturers are said to formulate these for themselves, the amount of planning that has gone into such formulation varies greatly. The value both to the teacher educator and to his students of having carefully thought out the objectives for each course can hardly be gainsaid : this practice not only serves to give proper direction to the teaching of a course but also helps the teacher to evaluate the outcomes of the course in terms of the objectives set for it. It also helps the students to understand better why the various courses have been included in the curriculum of teacher training and what benefits are expected to accrue to them from pursuing these courses.

It is suggested, therefore, that considerable attention be paid by teacher training institutions to drawing up both general and specific objectives for the social studies courses in their curricula. It is preferable that the training institutions themselves formulate these objectives instead of having them provided by authorities who are not directly involved in teaching these courses.

CHAPTER TWO

ORGANIZATION OF COURSES

This section of the report deals with various aspects of the organization of the social studies courses in primary teacher training institutions in Asia. These aspects are taken up one by one in the order in which they appear in the questionnaire.

Compulsory or elective nature of the courses

The first question in this section of the questionnaire sought to identify which of the courses offered in the different countries are compulsory courses and which are elective or optional.

The data obtained shows that in most countries the courses offered are all compulsory. Optional or elective courses are found only in Ceylon, the Republic of Korea, Malaysia, Nepal, the Philippines and Singapore.

In Ceylon, all the three courses-history, civics and geography-are optional in the sense that a student can select any one of them as an elective.

In the Republic of Korea, there is one optional course (social survey and research) in addition to the five compulsory courses listed in the last section of this report.

In Malaysia, the two social studies courses, namely, history and geography, are optional in the sense that students are required to take three out of five courses of academic studies, including history and geography, that are offered in the teacher training curriculum. It is possible, therefore, for a student not to opt for the social studies at all.

In Nepal, the content courses are required only of those who are below grade eight standard.

In the Philippines, in the older curriculum, the course in Social Science 4-Philippine Government and Political Law--was optional. In the revised current curriculum, there are no optional subjects.

In Singapore, the course in civics and government is required of all. The courses in history and geography may be offered by the trainees either as principal or as elective subjects.

The social studies in primary teacher training

The next two questions in this section of the questionnaire sought information on the duration of the training courses. If the duration was more than a year, the respondent was requested to indicate during which semester or term each course is offered. He was also requested to say what percentage of the total time (or number of units) allotted to all the theory courses, both general and professional, is taken up by the social studies course(s). The data provided is set out in Table 1.

Comments on the duration of the social studies courses

In most cases, the social studies are taught throughout the course of training. Only in some cases, as in the Republic of China, Republic of Korea and the Philippines are they limited to certain parts of the entire course.

As regards the proportion of the total time devoted to theoretical instruction that is given to the social studies, there is a great variation to be found among the various Asian countries. This ranges from 3.7 per cent (minimum) in Singapore to as much as 30 per cent in Japan and 33 per cent in Burma.

In Malaysia, while it is possible for students to leave out the social studies altogether, this possibility is counterbalanced by the methodology lectures which are compulsory for all students: in the first and second years they are given 10 and 16 hours of lectures respectively on the teaching of history and geography.

A similar situation obtains in Singapore where students can choose three out of ten content subjects (which include history and geography) for their three elective course requirements. Civics and government, however, is a compulsory course. These elective course requirements are to be fulfilled in the second year for the three-year part-time course, and in the first year for the two-year full-time course. The students have also to choose one of their three elective courses for further study in depth at principal level in the succeeding (and final) year. Hence, if a student chooses history and/or geography as his elective subject or subjects, he can elect the same subject again (or one of them, in the case of those choosing both) as his principal level subject in his final year.

It is also possible for him to leave out history and geography from his content subjects altogether, if he so desires, so that his only content subject for the social studies would be the compulsory course in civics and government. He is required, however, to take the methods of teaching history and the methods of teaching geography. The percentage of time devoted to content and methods in the social studies subjects would therefore range from 33 per cent for content and 67 per cent for methods in the case of students who choose neither history nor geography for their content subjects, to 75 per cent for content and 25 per cent for methods in the case of those who choose both history and geography for their elective content subjects and again either history or geography as their principal level subject in their final year.

Table 1: The duration of the courses in the social studies and other related information

Country	Course	Duration	Year in which offered	Semester or term in which offered	Percentage of total time given to all theory courses
Afghanistan	Social studies-grade X Social studies-grade XI Social studies-grade XII	9 months 9 months 9 months	First year Second year Third year	Whole year " "	12 per cent
Burma	Environmental study (Lower Primary) and social studies (Upper Primary)	One year	--	Two semesters	30 per cent
Cambodia*	Concepts of general geography; study of Asia; Africa and Oceania	9 months	First year	Whole year	5 hours per week
	Study of America; Europe and Internationalism	"	Second year	"	"
Ceylon	History; civics; geography (option of one)	2 years	Both years	Throughout the course	15 per cent
Republic of China	History; geography; civics and ethics	2 years	Both years	Both semesters in first and second years	
	Dr. Sun Yat Sen's Thought	One year	Fourth year	Both semesters	15 per cent
	Teaching of social studies	One semester	Fourth year	First semester	

* Refer to Note on page 15. (The responding institution had dropped the subject course in favour of "Methods").

Table 1: The duration of the courses in the social studies and other related information (Continued)

Country	Course	Duration	Year in which offered	Semester or term in which offered	Percentage of total time given to all theory courses
India	Either: separate, e.g. World history, history of India, world geography, geography of India, Indian administration, Indian economics Or: an integrated course	) The entire) duration of) the course,) namely, one) or two) years	The entire period of training, along with the other courses in theory	The whole year	10 to 15 per cent
Indonesia	Indonesian history	3 years	All three years	)	
	General history	2 years	First and second year	)	First year: 17.5 per cent
	Indonesian geography	3 years	All three years	) The whole year	Second year: 12.5 per cent
	General geography	2 years	First and second year	)	Third year: 7.5 per cent
	Civics	3 years	All three years	)	
Iran	History; geography; civics; The White Revolution; co-operative education; methods of teaching social studies	) 1 or 2 years,) depending on) the duration) of the) training	Both years in the two-year course, the single year in the one-year course	...	3 to 8 per cent in one-year course 7 to 15 per cent in two-year course

Table 1: The duration of the courses in the social studies and other related information (Continued)

Country	Course	Duration	Year in which offered	Semester or term in which offered	Percentage of total time given to all theory courses
Japan	History; geography; economics; sociology; jurisprudence; philosophy and ethics Methods of teaching social studies	...	) First and) second year) (generally)) Third and fourth year (generally)	...	33 per cent
Republic of Korea	History of civilization	Half year	First year	First semester	20 per cent
	Philosophy of democracy	Half year	First year	First semester	
	Problems in Korean society	One year	First year	Both semesters	
	Elementary school social studies education	One year	Second year	Both semesters	
Laos*	Concepts of general geography Study of Africa and America	One year	First year	...	20 per cent
	Study of Europe, Africa and Oceania Internationalism	One year	Second year	...	
Malaysia	History	2 years	First and second year	...	7.6 per cent
	Geography	2 years	First and second year		

* See note on page 17. (The responding institution had dropped the subject course in favour of "Methods").

Table 1: The duration of the courses in the social studies and other related information (Continued)

Country	Course	Duration	Year in which offered	Semester or term in which offered	Percentage of total time given to all theory courses
Nepal	Content courses: required only of those who are below grade VIII standard	One academic year	...	Whole year	17 per cent (in two-year course)
	Methods courses: required of all	One academic year		Whole year	
Pakistan (East)	History; geography; and civics	) One year)	...	...	
	Improvement of instruction in social studies	One term (10 weeks)	...	...	8 per cent
	Supervision of instruction in social studies	One term (10 weeks)	...	...	
Pakistan (West)	Social studies A. Subject matter	One year	First year	Through the whole year	9 per cent
	B. Methods of teaching	One year	Second year	Through the whole year	
The Philippines	Social science 1	One semester	Second year	Second semester	10.3 per cent
	Social science 2	"	Third year	First semester	
	Social science 3	"	Third year	Second semester	
	Social science 4	"	Fourth year	First semester	
	Social science 5	"	Second year	First semester	

Table 1: The duration of the courses in the social studies and other related information (Continued)

Country	Course	Duration	Year in which offered	Semester or term in which offered	Percentage of total time given to all theory courses
Singapore *	History (elective)	One year (30 hours)	Second year	All three terms (10 hours per term)	3.7 per cent (manimum) to 18.5 per cent (maximum)
	History (principal)	One year (90 hours)	Third year	All three terms (30 hours per term)	
	Geography (elective)	One year (30 hours)	Second year	All three terms (10 hours per term)	
	Geography (principal)	One year (90 hours)	Third year	All three terms (30 hours per term)	
	Civics and government	One year (30 hours)	Third year	All three terms (10 hours per term)	
Thailand	S.S.1. Structure of Thai society	12 weeks (2 hours per week)	) Generally) in the) first) year)	Any term, depending on the availability of instructors	12 per cent
	S.S.2 Constitutional administration	"			

* The data given above is for the three-year part-time course. In the two-year full-time course, Civics and Government is offered in the second year. In the full-time Industrial Arts course it is offered in the first year. In both cases, its duration is two terms and it is allotted 20 hours per term.

Table 1: The duration of the courses in the social studies and other related information (Continued)

Country	Course	Duration	Year in which offered	Semester or term in which offered	Percentage of total time given to all theory courses
Thailand (Cont'd)	S.S.3. Religion	12 weeks (2 hours per week)	) Generally in the first year	Any term depending on the availability of instructors	12 per cent
	S.S.4. Geography I	"			
	S.S.5. Geography II	"			
	S.S.6. Thai history	3 hours per week			
	S.S.7. General history	2 hours per week	) Generally in second year		
	Ed. 9. Methods of teaching social studies in the primary grades	1 hour per week			
Republic of Viet-Nam	History (methods course)	) One year (6 hours per week)	First year	...	...
	Geography (methods course)				
	Citizenship (methods course)				
	Economics	One year (1 hour per week)	Second year		
	Political science	"			

Relationship between content and methods in the social studies courses

In the next three questions, the respondents were asked (a) to state whether the curriculum in the social studies covers both content and methods; (b) to list the various courses under three headings, namely, content courses, methods courses and composite courses; (c) to indicate approximately the percentage of time that is devoted to the study of content and to the study of methods; and (d) to say whether content and methods are taught by the same or by different lecturers.

Analysis of the relationship between content and methods

A perusal of the data provided in Table 2 shows that composite courses combining content and methods are provided throughout in four countries : Afghanistan, Burma, Ceylon and Pakistan. In India, such composite courses are provided in some of the States; in the Republic of Korea, one of the five courses offered, "social survey and research", is a composite course; in Iran, the special courses in the White Revolution and in co-operative education are composite courses. The expected practice in the countries offering composite courses would be for the same lecturers to teach both content and methods, and this is generally so. (Table 2 begins on p. 38).

In the other countries, separate courses are offered in content and methods, but there are different practices as to whether the same or different lecturers are involved in teaching these courses. Only in Burma, India and Malaysia is it a general practice for the same lecturers to teach both content and methods. In Singapore, the response to this question was that it "could be the same or different lecturers". In the remaining countries, the courses in content and methods are taught by different lecturers. In the opinion of the writer, the opportunities for co-ordinating theory and practice are greater if the methods courses corresponding to the content courses are taught by the same lecturers, even if the level of the content courses is higher than and, therefore, different from the content of the primary school curriculum.

Table 2: The relationship between content and methods courses in the social studies

Country	Whether the courses cover both content and methods	Classification of courses	Percentage of time devoted to		Whether taught by same or different lecturers
			Content	Methods	
Afghanistan	Yes	Composite courses	66.5	33.5	The same lecturers; there are lectures also on General methods of teaching
Burma	Yes	Composite courses	...	...	The same lecturers
Cambodia	Yes	Separate courses	60	40	Different lecturers
Ceylon	Yes	Composite courses	60	40	The same
Republic of China	Yes	Separate courses. Content courses are history; geography; civics and ethics; Dr. Sun Yat Sen's thought. Methods course: Instruction in the social studies	88.2	11.8	Different
India	Yes, in most states	Generally, separate courses; in some states composite courses	50 to 70	30 to 50	Usually the same
Indonesia	Yes	Separate courses	75	25	Different
Iran	Yes	Content courses: History; geography;civics Methods courses: Methods of teaching (i) history; (ii) geography; (iii) civics	65	35	The same,in most cases

Table 2: The relationship between content and methods courses in the social studies (Continued)

Country	Whether the courses cover both content and methods	Classification of courses	Percentage of time devoted to		Whether taught by same or different lecturers
			Content	Methods	
Iran (Cont'd)	Yes	Composite courses: The White Revolution Co-operative education	65	35	The same, in most cases
Japan	Yes	Separate courses	...	...	Different
Republic of Korea	Yes	Content courses: History of civilization, philosophy of democracy; problems in Korean society Methods course: Elementary school social studies education Composite course: Social survey and research	60	40	Different
Laos	Yes	The content courses are composite: they embrace history, geography, civics, etc., but they are separate from the course in methodology	...	...	The same
Malaysia	Yes	Content courses: History; geography Methods course: Teaching of history and geography	60	40	The same, in most cases

Table 2: The relationship between content and methods courses in the social studies (Continued)

Country	Whether the courses cover both content and methods	Classification of courses	Percentage of time devoted to		Whether taught by same or different lecturers
			Content	Methods	
Nepal	Yes	Separate courses in history; geography; civics; and teaching of social studies	50	50	Different
Pakistan (East)	Yes	Content and practice course: Citizenship and theory and practice of rural uplift Content and methods courses: History; geography	25	75	The same
Pakistan (West)	Yes	Composite, content and methods course: Social studies	50	50	The same
The Philippines	No	Content courses only. The methods of teaching social studies are generally incorporated in the course "Teaching elementary school subjects 1"	100	0	Generally different
Singapore	Yes	Content courses: History; geography; civics and government Methods courses: Teaching of history Teaching of geography	From 33 to 75 per cent	From 67 to 25 per cent	Could be the same or different

Table 2: The relationship between content and methods courses in the social studies (Continued)

Country	Whether the courses cover both content and methods	Classification of courses	Percentage of time devoted to		Whether taught by same or different lecturers
			Content	Methods	
Thailand	Yes	Separate courses	93.75	6.25	Different
Republic of Viet-Nam	Yes	Content courses: Economics; political science Methods courses: Methods in history; Methods in geography; Methods in citizenship	18 weeks	2 academic years	Different

CHAPTER THREE

COMPOSITION OF THE CONTENT COURSES

In this section, an attempt is made to examine the composition of the content courses in the social studies provided in the different countries.

The first question in this section of the questionnaire requested the respondents to check the constituent elements in the content courses from a given list of seven elements, and to add other elements, if any, that were not listed. The term 'elements', in this context, is not intended to mean separate subjects but distinct units in the several courses offered in the social studies. The data obtained in response to this question is set out in Table 3 (page 43).

Comments on the constituent elements in the content courses

A perusal of Table 3 shows that history and geography are included in the social studies courses of all countries excepting the Republic of Viet-Nam. In the latter country, the emphasis has been placed on a study of economics and politics.

In one form or another; civics, political science or citizenship appear in the curricula of all the Asian countries. In Malaysia, however, there are no uniform or common content syllabi for geography and history for all the primary teacher training institutions; but some syllabi in history may have references to topics in civics, political science or citizenship, and elsewhere, the geography syllabus may include some economics and public affairs. Teacher educators in that country may, therefore, consider the possibility of uniformly including selected aspects of civic or political education in their primary teacher training curriculum and of giving civics or citizenship a more independent status as long as the social studies are taught as separate subjects.

Nine countries, namely, Afghanistan, Cambodia, the Republic of China, Japan, the Republic of Korea, Nepal, the Philippines, Thailand and the Republic of Viet-Nam state that economics is included in their social studies curriculum. In India, it is included in the curriculum of some of the States while, in Laos, only the 'fundamental concepts' are taught in primary teacher training institutions. In Indonesia, the study of economics is restricted to a study of the national economy. The remaining six countries might consider the possibility of including some elements of economics in their social studies curriculum for primary school teachers.

Table 3: The constituent elements in the content courses in the social studies

Country \ Elements	History	Geography	Civics/ Political science/ Citizenship	Economics	Sociology	Anthropology	Human Relations	Others
Afghanistan	✓	✓	✓	✓	-	-	✓	-
Burma	✓	✓	Civics	-	-	-	-	Basic science
Cambodia	✓	✓	Civics; Citizenship	✓	Basic concepts	Basic concepts	✓	-
Ceylon	✓	✓	Civics	-	-	-	-	-
Republic of China	✓	✓	✓	✓	✓	-	✓	Ethics
India	✓	✓	✓	In some States	Some aspects of sociology, in some States	-	In some States	Some aspects of geology, in some States
Indonesia	✓	✓	Civics; Political science	National economy	Sociology of rural areas	Basic concepts	-	Basic geology; cosmology
Iran	✓	✓	✓	-	-*	-	-	The White Revolution, Co-operative education
Japan	✓	✓	✓	✓	✓	-	-	Jurisprudence

* In the short course given to trainees preparing to join the Army of Knowledge, Rural Economy is a subject of study, but it is not a part of the social studies curriculum.

Table 3: The constituent elements in the content courses in the social studies (Continued)

Country \ Elements	History	Geography	Civics/ Political science/ Citizenship	Economics	Sociology	Anthropology	Human Relations	Others
Republic of Korea	✓	✓	✓	✓	✓	-	✓	-
Laos	✓	✓	Civics; Citizenship	Fundamental concepts only	Practical and useful concepts only	-	-	-
Malaysia	✓	✓	-	-	-	-	-	-
Nepal	✓	✓	Civics; Citizenship	✓	-	-	-	-
Pakistan (East)	✓	✓	Civics; Citizenship	-	Rural uplift	-	-	-
Pakistan (West)	✓	✓	Civics; Citizenship	-	-	-	-	-
The Philippines	✓	✓	✓	✓	✓	-	-	Eastern thought Western thought General psychology
Singapore	✓	✓	Civics and government	-	-	-	-	-
Thailand	✓	✓	✓	✓	Structure of Thai society	-	✓	Religion
Republic of Viet-Nam	-	-	Politics	✓	-	-	-	-

Composition of the content courses

Sociology is a constituent element of the social studies curriculum in only seven countries: Cambodia, the Republic of China, Japan, the Republic of Korea, Laos, the Philippines and Thailand; but in Cambodia it is only the basic concepts of practical import at the primary level that are taught and in Laos only the 'practical and useful concepts'. In East Pakistan, one of the elements in the social studies curriculum in primary teacher training institutions is 'rural uplift'. In India, some of the States have some aspects of sociology included in their curriculum, the most important of which is Community Development. The other countries might examine the possibility of a basic course in sociology with an emphasis on rural sociology. Considering that seventy to eighty per cent of the teachers trained in primary teacher training institutions in the Asian countries will be employed in rural schools, it seems desirable that they should at least be made aware of the problems of rural living and rural development.

Cambodia is the only country that has some anthropology in its course; this is limited to the 'basic concepts' in this subject which have 'a utilitarian import at the primary level'.

Human relations, as a constituent element of the social studies curriculum, is found in six countries: Afghanistan, Cambodia, the Republic of China, India (in some States), the Republic of Korea, Nepal, the Philippines and Thailand.

Besides these main elements, there are several others that are to be found in the social studies curricula of Asian countries. Burma includes basic science in its course. Elements of geology or earth science are found in some States in India. In Iran, there are two unique courses, one in 'co-operative education', and another entitled 'The White (or Bloodless) Revolution'. In the Philippines, the two courses entitled 'Eastern thought' and 'Western thought' are philosophical in nature. Thailand is the only country that includes religion in the social studies curriculum, although there are other countries like Afghanistan, Iran and Pakistan that also teach religion in their primary teacher training institutions. In the Republic of China, ethics is combined with civics to form one of the social studies courses. Courses in jurisprudence are offered in many of the primary teacher training institutions in Japan.

Aspects of the courses in history

The next question in this section of the questionnaire asked for data on the broad aspects of the courses in history. The information supplied is given in Table 4 (p. 46).

Comments on the various aspects of the courses in history

Excepting the Republic of Viet-Nam, which offers no course in history, every country includes national history as one aspect of the course or courses in history. In Burma, however, where the social studies courses constitute

Table 4: Aspects of the courses in history

Aspect / Country	National History	Regional History	World History	Others
Afghanistan	✓	U.S.S.R., India, Iran, China	✓	-
Burma	(stories only)	-	(stories only)	-
Cambodia	✓	✓	✓	Internationalism
Ceylon	✓	✓	✓	-
Republic of China	✓	✓	✓	-
India	✓	-	(with an emphasis on its cultural effects)	-
Indonesia	✓	-	(India; China; Japan; Europe; U.S.A., European imperialism in Asia and Africa; Western interference in S.E. Asia	-
Iran	✓	-	✓	-
Japan	✓	-	Eastern history; Western history	-
Republic of Korea	✓	-	History of civilization	-
Laos	✓	✓	✓	Internationalism
Malaysia	✓	S.E. Asia; The Commonwealth	✓	-
Nepal	✓	The neighbouring countries (general introduction)	Nepal and the world	-
Pakistan (East)	✓	✓	-	-
Pakistan (West)	✓	-	-	-

Table 4: Aspects of the courses in history (Continued)

Aspect / Country	National History	Regional History	World History	Others
The Philippines	./	Near East; Middle East; Far East	-	-
Singapore	./	South and East Asia	./	-
Thailand	./	-	-	General history, (with an emphasis on scientific and industrial development and on the modern world)
Republic of Viet-Nam	-	-	-	-

only a review of the primary school curriculum, national history as well as world history are taught in the form of stories.

Regional history is offered in ten countries, namely, Afghanistan, Cambodia, Ceylon, the Republic of China, Laos, Malaysia, Nepal, East Pakistan, the Philippines and Singapore. Not all the respondents have indicated the scope of this aspect of history included in their curricula, and so it is difficult to know the depth in substance of this aspect of study. In Afghanistan, a study is made of the U.S.S.R., India, Iran and China. In Cambodia, it includes Asia, Europe and the U.S.A. In Malaysia, where the different colleges appear to be free to organize their general education courses in their own way, one college includes a study of S.E. Asia and the Commonwealth whilst another offers a course in S.E. Asia and the Middle East. In Nepal, regional history teaching comprises a general introduction to its "neighbouring countries". In East Pakistan, which offers a composite course in history, the emphasis is on methodology and on the contents of the primary school curriculum which leaves little scope for a substantive study of regional history. In the Philippines, the course in Eastern thought gives the students a general historical background of the Near East, the Middle East and the Far East to help them to understand Eastern philosophy.

In Singapore, the following countries of South and East Asia are included in the history course: Burma, India, Indo-China, Indonesia, Thailand, China and Japan. The study covers the modern period from 1824 to 1948 and corresponds to the Cambridge Higher School Certificate syllabus in that paper.

Some countries which do not include regional history as such in their curriculum attempt to cover it in their offering of world history. Japan, for example, provides courses in Eastern history and Western history as part of its history curriculum. The Republic of Korea offers a course in the history of

civilization which covers the mediaeval Western world and Oriental (Indian and Chinese) civilizations in addition to Korean civilization. In Indonesia, besides a study of India, China, Japan, Europe and the U.S.A., the course in world history includes an introduction to the phenomenon of 'European imperialism" in Asia and Africa.

There are four countries - Pakistan, the Philippines, Thailand and the Republic of Vietnam-which have no world history in their history syllabus, although Thailand has a course in 'general history' with an emphasis on scientific and industrial development and on the Second World War and its consequences. Of the other countries that state that they include world history in their history syllabus, the scope of this aspect of the subject as it is offered in Japan, the Republic of Korea, and Indonesia has been outlined in the previous paragraph. Of the remaining countries, Burma has its stories in world history in the form in which these are to be presented to primary school children; in India, the study of world history (in the States which offer this aspect of history) generally emphasizes the cultural effects of world events; while in Nepal, world history receives some attention through the treatment of the topic on 'Nepal and the world'. In Singapore, the course comprises world history before 1497 A.D. and includes: early man, ancient Egypt, Mesopotamia, the Indus Valley civilization, the Yellow River civilization, the Persian Empire, the Greeks, medieval India, medieval China, Rome, Islam, the Crusades, the Indianized kingdoms, and the coming of the Portuguese to Asia.

The responses from the remaining countries give no indication of the scope of the study of world history.

Aspects of the courses in geography

Let us now consider the aspects of geography that are included in the social studies curriculum.

In question 3 of this section of the questionnaire, the respondents were requested to check the following three aspects, if these were included in their geography course: (a) geography of the home country; (b) geography of Asia; and (c) world geography. They were also requested to add other aspects included in the courses in their respective countries. The data furnished by them is set out in Table 5 (p. 49).

Comments on the aspects of geography included in the social studies courses

There are three countries that have no content courses in geography in their primary teacher training curriculum: these are the Republic of Korea, the Philippines and the Republic of Viet-Nam. In the Republic of Korea, however, there are some elements of natural and social geography included in the social studies curriculum. In Pakistan, while there is no provision for world, regional or homeland geography as separate units, certain aspects of the geography of Pakistan are integrated with the history of the homeland. In West

Table 5: Aspects of the courses in geography

Aspect / Country	Geography of the Home Country	Geography of Asia	World Geography	Others
Afghanistan	✓	✓	Europe, Africa and Australia	-
Burma	Elementary geography of the country	-	Elementary world geography	-
Cambodia	✓	✓	Especially the U.S.A. and the U.S.S.R.	-
Ceylon	✓	India, China and Japan	General regional study of the world	Physical geography; map reading
Republic of China	✓	✓	✓	-
India	✓	-	Especially the U.K., the U.S.A., and U.S.S.R. and China	Physical geography
Indonesia	✓	S.E. Asia, India, Pakistan, China, Japan, Arab Countries, Egypt	Newly developed African countries, Australia, U.S.A., Europe, U.S.S.R.	Physical geography; cosmology; international relations
Iran	✓	Afghanistan, Pakistan, Iraq, Turkey; India, China, Japan, Arabia and Indonesia	The big countries in Europe and North and South America	Natural geography; social geography
Japan	✓	-	✓	-
Republic of Korea	-	-	-	Natural and social geography
Laos	✓	Middle East, South East Asia, Far East (especially India, China, Japan and Indonesia)	America, North and South (especially the U.S.A., Brazil and Argentina; Europe (especially the U.K., France, the U.S.S.R., and Czechoslovakia); Africa (especially the Congo, the U.A.R. and S. Africa; Oceania (especially Australia)	Concepts of general geography

Table 5: Aspects of the courses in geography (Continued)

Country \ Aspect	Geography of the Home Country	Geography of Asia	World Geography	Others
Malaysia	-	India, Pakistan, Ceylon, China and Japan; and South-Asia	Elements of world human geography; regional geography: Western Europe and North America	Physical geography; map work
Nepal	./	Brief survey of China, India and Pakistan	-	Physical geography; map work; review of elementary school geography
Pakistan (East)	-	-	-	Geographical survey of the locality; weather observation; map making; simple surveying
Pakistan (West)	-	-	-	Physical geography
The Philippines	...	...	...	...
Singapore	./	Only West Malaysia and Singapore(in the part-time course); the full-time course also includes a survey of Europe and South-East Asia	-	Physical geography
Thailand	-	-	Regional geography of Asia, Australia, New Zealand and Africa; regional geography of Europe, North America and South America	-
Republic of Viet-Nam	...	...	...	...

Pakistan there are some elements of physical geography and in East Pakistan the course comprises geographical survey of the locality, weather observation, map reading and simple surveying in addition to a review of primary school geography.

In Burma and Nepal, the elements of geography included in the curriculum relate to the courses taught in the primary school grades which have to be reviewed by the students. In the latter country, these are taught in the one-year course in connection with the methods of teaching the subject; in addition, in the first year of the two-year course, a further course in geography is provided which includes physical geography, map work, the geography of Nepal and a brief survey of the geography of the neighbouring countries—India, China and Pakistan.

There is no regional or world geography in the Singapore social studies curriculum for the three-year part-time course which includes only the geography of Singapore and West Malaysia; but in the two-year full-time course, there is provision for the study of Europe and South-East Asia.

Wherever details of the courses in Asian and regional or world geography are available, it will be noticed that an attempt is generally made to select certain regions or countries for study. This is often due to the shortage of time available for a more extensive study. It is interesting to see what particular regions and countries are selected for study by the various countries which were able to furnish such details. The African region has been specifically mentioned by only four countries : Afghanistan, Indonesia, Laos and Thailand. Similarly, South America has been mentioned by only three countries, namely, Iran, Laos and Thailand; while interest in Australia is evinced only by Afghanistan, Indonesia, Laos and Thailand.

The unit on world geography in one of the colleges in Malaysia emphasizes human geography and includes such matters as the distribution of world population,* the distribution and use of the major sources of fuel and power, the location of major iron and steel industries and the factors affecting them, the major systems of communication by sea, land and air, and the distribution and characteristics of the major types of farming. When time is an important factor, this seems to be a useful approach to take.

Of the other aspects of geography included in the social studies curriculum, the most common is physical geography which is found in Ceylon, India, Indonesia, Malaysia, Nepal, West Pakistan and Singapore. In Iran and the Republic of Korea, social geography is studied in addition to natural or physical geography. Laos has a unit in its geography syllabus on 'Concepts of General Geography' which includes such topics as 'the earth in space', 'the tools of geography', 'the lithosphere and the hydrosphere', 'the elements of the earth's

* A report of a Regional Workshop on Population and Family Education (September 1970) is in preparation by the Unesco Regional Office, Bangkok.

crust, erosion', and 'climate – its factors and its elements'. In Indonesia, a unit on cosmology is included in the geography syllabus in addition to physical geography which also includes elements of geology. Map work is stressed in Ceylon, Malaysia and East Pakistan. The last-named territory also has provision in its course for weather observation and for simple surveying which includes a geographical survey by the students of the locality around the training institution.

The general impression that one gets in examining the scope of the different syllabi in geography is one of great variation from country to country both in terms of the extensiveness of the courses provided and in the choice of the various aspects or elements of geography selected for study. It would appear that the length of the course of training is an important factor in determining the amount and the kind of geography included in the social studies curriculum.

Aspects of civics, political science or citizenship included in the social studies courses

In supplying data on this subject, the respondents were asked to state whether five aspects, namely, the national constitution, the national government, the United Nations, international understanding, and political ideologies were included in that part of the social studies course or courses that is related to civics, political science and citizenship. They were also requested to add other relevant aspects related to this part of the course. The data furnished by the respondents is set out in Table 6 (page 53).

Comments on aspects of the courses in civics, political science and citizenship

The great disparity in the different Asian countries both in the extent of coverage and the depth or intensity of treatment of the various aspects included for study in civics, political science or citizenship cannot be rightly gauged by looking at the items listed in table 6. The tendency to check most, if not all, of the items listed in the questionnaire appears to have been irresistible with many of the respondents. A better idea of the contents of the courses in this area of the social studies can be gained by studying the detailed syllabi furnished by some of the respondents. In most of the syllabi examined, the item 'international understanding' does not figure at all, which would seem to indicate that, although international understanding may be kept in mind by the lecturers as one of the objectives of the social studies courses and, therefore, may receive occasional attention in the classroom discussions, it is not included in the curriculum as a topic for any systematic treatment except, perhaps, in Laos where the movement towards internationalism after World War I is specifically discussed, and in Iran where 'international relationships' constitutes a definite topic for study. In most of the countries, it looks as if 'international understanding' is an expected offshoot or outcome of the study of the United Nations. The only countries that have not checked 'international understanding' as being included in their social studies courses are Burma and the Republic of Viet-Nam. The

Table 6: Aspects of civics, political science and citizenship included in the social studies courses

Country \ Aspect	National Constitution	National Government	The United Nations	International understanding	Political Ideologies	Others
Afghanistan	✓	✓	✓	✓	-	-
Burma	-	-	-	-	Capitalist system; socialist construction	-
Cambodia	-	✓	✓	✓	-	-
Ceylon	✓	(including local government)	✓	✓	Types of human societies; feudal, totalitarian	Parliamentary government in Great Britain; Commonwealth of Nations
Republic of China	✓	✓	✓	✓	✓	-
India	(including rights and duties of a citizen)	Indian Administration (including State and local government)	In some States	In some States	In some States	-
Indonesia	(including rights and duties of a citizen)	✓	✓	✓	Indonesian socialism based on Pantjasila	-
Iran	-	-	Very brief treatment	International relationships	-	The family and its place in society; insurance and cooperative societies; employment and the professions
Japan	✓	✓	✓	✓	✓	Family Law

Table 6: Aspects of civics, political science and citizenship included in the social studies courses (Continued)

Country \ Aspect	National Constitution	National Government	The United Nations	International understanding	Political Ideologies	Others
Republic of Korea	✓	✓	✓	✓	(with a stress on the philosophy and principles of democracy)	Human relations law and social living; culture, religion and morality
Laos	-	✓	✓	Development of internationalism	-	-
Malaysia	✓	✓	✓	✓	-	-
Nepal	✓	(including the panchayat system of local self-government)	✓	✓	-	Constitution of India; Constitution of Great Britain; functions of the family; educational institutions; rights and duties of citizens
Pakistan (East)	Political structure of Pakistan	✓	✓	Based on social understanding	-	Rural uplift; social structure of Pakistan
Pakistan (West)	Political structure of Pakistan	-	✓	✓	-	-
The Philippines	✓	(including the Philippine Civil Service)	✓	✓	✓	-

Table 6: Aspects of civics, political science and citizenship included in the social studies courses (Continued)

Aspect / Country	National Constitution	National Government	The United Nations	International understanding	Political Ideologies	Others
Singapore	✓	✓	✓	(with a stress on regional co-operation)	(with a stress on democracy)	Citizenship; the Commonwealth; types of states; history of the British Parliament; parliamentary type of government; the League of Nations; history of political ideas
Thailand	Constitutional administration	✓	✓	✓	—	Structure of Thai society; development of education, public health and welfare facilities; internal security and national defence; religion; man and the classification of races.
Republic of Viet-Nam	—	—	—	—	Democracy and Communism	—

response from Malaysia recognises that 'the United Nations' and 'international understanding' receive only a little attention in the courses in history and geography.

The United Nations, however, is given specific mention in practically all the countries, although the treatment of this subject in some countries appears to be very scanty or even perfunctory, judging by the position it occupies in the total social studies curriculum.

An aspect that predominates the courses in civics, political science or citizenship is the organization and functioning of the national government. Except in Burma where, as we have seen before, the course in the social studies is only a review of the primary school curriculum, in the Republic of Viet-Nam, where the course in politics concentrates on the divergent political ideologies of democracy and communism, and in West Pakistan, this aspect gets the lion's share of the social studies curriculum in most of the countries. In some, as in Ceylon, India, and Nepal, local self-government is included under this aspect for special consideration. In the Philippines, the course in Philippine Government and Political Law does full justice to the study of various aspects

and departments of the national government, including a sizeable unit on the Philippine Civil Service, one section of which deals with the Magna Carta for public school teachers. It must be admitted, however, that such detailed treatment of the national government is possible in the Philippines because it provides a four-year course of training for primary school teachers just as it does for secondary school teachers.

The 'national constitution' is studied in most of the Asian countries, the exceptions being Burma, Cambodia, Iran, Laos, West Pakistan and the Republic of Viet-Nam. The respondent from Iran states, however, that this topic is covered in a general way in the primary school curriculum which has to be reviewed by the trainees. In Pakistan, this unit is called 'the political structure of Pakistan'; and in Thailand it is covered in the course in 'Social Studies 2: Constitutional Administration', which deals with such matters as "the functions of sovereignty; the legislature, the executive and the judiciary; and the organization of the national administration".

'Political ideologies' are included as a subject of study in the social studies syllabi of only nine countries: Burma, Ceylon, the Republic of China, India (in some states only), Indonesia, Japan, the Republic of Korea, the Philippines, Singapore and the Republic of Viet-Nam. In Ceylon, this aspect is covered in the unit dealing with 'Types of human societies: feudal, democratic, totalitarian'. In Indonesia, the stress is on Indonesian socialism based on the pantjasila or the five principles: Belief in God, humanitarianism, musjawarah or consensus, nationalism, and social justice. In the Republic of Korea, an entire course is devoted to the 'Philosophy of Democracy' and, in the Republic of Viet-Nam, there is a course in political economy.

Besides the five aspects listed in the questionnaire for checking, namely, the national constitution, the national government, the United Nations, international understanding, and political ideologies, some of the courses in civics, political science and citizenship include a few other important aspects of social living or of government. In Ceylon, the syllabus includes a study of parliamentary government in Great Britain and of the Commonwealth of Nations. In Iran, there is a stress on the family and its place in society, and the syllabus also includes a study of insurance and co-operative societies and of employment and the professions. In Japan, there is a unit on 'family law', while in the Republic of Korea some of the other useful aspects of the course are 'human relations', 'law and social living', and 'culture, religion and morality'. In Nepal, the course includes the 'national constitutions of India and Great Britain', 'the functions of the family', 'educational institutions' and 'the rights and duties of citizens'. In the East Pakistan syllabus, there is provision for a detailed study of the problems of 'rural uplift' besides a unit on 'the social structure of Pakistan'. In the Singapore curriculum, the course in Civics and Government includes, among other things, 'citizenship responsibilities, privileges, rights and duties', and 'the Commonwealth'. In Thailand, the three content courses in civics are 'the Structure of Thai Society', 'Religion' and 'Constitutional

Administration'. In the first named course, besides a study of 'the cultural and social structure of Thai society', there are topics on 'the development of education, public health and welfare facilities' and 'internal security and national defence'. The course in 'Religion' includes 'the principles and precepts of Buddhism, a study of the life of Lord Buddha: his Dharma, and Sangka; and religious ceremonies. In the course in 'Constitutional Administration', there is a unit on 'man and the classification of races'.

All this variety of offerings provides very good food for thought for teacher educators for reconstructing their courses in civics, some of which to-day are indeed very scrappy and ineffective in preparing teachers to teach the subject effectively in the elementary schools. Special attention needs to be given to educating teachers for international understanding* - an area that is becoming increasingly important as this world of ours keeps shrinking and bringing the peoples more and more together in developing programmes of universal human development -- political, economic, social and moral.

Aspects of economics included in the social studies courses

To find out what aspects of economics, if any, are included in the social studies courses in the Asian countries, the respondents were asked not only to check the five items listed in question 5 of this section of the questionnaire, namely, (i) banking, (ii) agricultural economics, (iii) industrial development, (iv) co-operatives, and (v) trade, but also to add other aspects not included in the list.

The data furnished by the respondents is set out in Table 7 (page 58).

Comments on the aspects of economics included in the social studies courses

Economics is one area of the social studies that is not strongly represented in the curriculum of primary teacher training in the Asian countries. As we have seen in an earlier section of this study, which deals with the titles of the social studies courses, there are just three countries that offer economics as a distinct course of study: India (where some of the States offer courses in Indian economics), Japan, and the Republic of Viet-Nam, where the content course offered in social studies is Economics and Political Science. In the remaining countries, either economics constitutes a unit in one of the courses

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* Prospective teachers should have the opportunity to study the Associated Schools Project of Unesco. The reader may refer to: Unesco. International understanding at school; an account of progress in Unesco's Associated Schools Project. Paris, 1965. 109 p.

For titles of other publications, refer to: Unesco. Regional Office for Education in Asia. The United Nations, its agencies and international education and understanding: a bibliography. Bangkok, Unesco, 1969. 20 p.

Table 7: Aspects of economics included in the social studies courses

Aspect / Country	Banking	Agricultural Economics	Industrial Development	Co-operatives	Trade	Others
Afghanistan	-	✓	to some extent	-	✓	-
Burma	...	...	...	...	...	...
Cambodia	✓	✓	✓	✓	✓	-
Ceylon	-	Major development schemes	Major development schemes	✓	Trade, commerce and communications	The national economy; economic results of the growth in plantations; the services rendered by the Departments of State; chief industrial regions of selected countries
Republic of China	-	✓	✓	✓	✓	-
India	-	In some States	In some States	In some States	In some States	Five-year plans; problems of economic reconstruction
Indonesia	-	✓	In some extent	✓	Trade, communications and transport	Natural and power resources
Iran	-	✓	✓	✓	Communications and trade	The oil industry and other underground resources; effects of land reform; handicrafts; the role of labour; the economic geography of selected countries
Japan	-	✓	✓	✓	✓	-
Republic of Korea	-	✓	✓	✓	Including balance of trade; transportation	Economic characteristics of under-developed countries; the labour force and employment; the population problem; policy for economic development; food production and distribution; social welfare activities; controlled and free economy

Table 7: Aspects of economics included in the social studies courses (Continued)

Aspect / Country	Banking	Agricultural Economics	Industrial Development	Co-operatives	Trade	Others
Laos	-	brief treatment	brief treatment	brief treatment	brief treatment	-
Malaysia	-	-	Production, including types of business units	✓	including marketing, distribution, transport, and advertising	General aspects of the economic geography of the regions studied including economic problems; types of business enterprises; population problem; support schemes for rural products
Nepal	—	Agriculture, animal husbandry, etc.	—	—	Nepal's exports and imports; means of transportation	A brief introduction to economic changes in Nepal
Pakistan (East)	-	Problems of agriculture	Problems of industry	✓	-	The working classes; the farm; co-operative farming and marketing
Pakistan (West)	-	✓	✓	-	-	-
The Philippines	...	...	...	...	...	...
Singapore	-	-	-	-	-	Economic problems of the Republic
Thailand	-	-	-	-	-	Economic changes in modern society; economic aspects of Thai history; economic development; the national income; the promotion of productivity, investment and marketing
Republic of Viet-Nam	-	-	-	-	-	The economics of underdeveloped countries; the economics of Viet-Nam; plans of economic development

offered or some topics in economics are included among the content and methods courses of the social studies curriculum.

The following is a brief statement of the position of economics in the social studies curriculum in these countries.

In Afghanistan, a few elements of economics are found in the geography syllabus that is taught at the upper stage of the second level.

In Burma, where it is only the primary school syllabi in the social studies that are reviewed in the primary teacher training institutions, economics does not figure at all in the curriculum.

In Cambodia and Laos, some aspects of economics occur in the units on economic geography of the several countries that are studied in the two-year primary teacher training curriculum as well as in the course in the methods of teaching history and geography. In both cases, these aspects are taken up very briefly.

In Ceylon and in the Republic of China, a few topics in economics are found in the courses in history and geography. In Ceylon, the academic course in civics also contains a unit entitled 'Our National Economy' which deals with the weakness and strength of the economy and with "the attempts to plan its development by private, state and co-operative enterprises for the benefit of the citizens of the country". There is also a unit in the civics syllabus on "the services rendered by the Departments of State", several of which, such as Agriculture and Food, Co-operative Undertakings, Fisheries, Irrigation and Power, Transport, Works, Marketing, and Rural Development, are concerned with economic activity. The geography syllabus also contains a unit on the chief industrial regions of seven selected countries, including Japan, China and India.

In Indonesia, some aspects of economic geography are included in the course in geography. The main topics discussed in this unit are agriculture (including plantations), forestry, fishery, mining, power resources, industry, trade, transport and communications.

In Iran, in a two-year tentative curriculum, there is a section on the economic geography of Iran in the geography course which is fairly comprehensive and includes the study of Iranian agriculture, animal husbandry, fishing (including pearl seeking), forestry, mining (including, of course, oil mines), handicrafts (including carpet making and miniature making), factories, the role of labour, communications and trade, and the economic geography of selected countries. In the earlier one-year syllabus, however, where the emphasis is on a study of the primary school textbooks, there is just a little of economics,

most of which is contained in one unit in the geography course devoted to the following topics : agriculture; industry; means of communication; internal and external trade; the effects of these on the national economy. In the civics course, there is a unit on " the need for establishing co-operatives : their importance and usefulness".

In the Republic of Korea, whatever aspects of economics are to be found in the social studies curriculum are included in the course on the 'Problems of Korean Society'. The important topics in this course that are related to economics are : economic backwardness and problems of underdeveloped countries; population; labour; natural resources; food production and distribution; industry; transportation; trade; social welfare activities.

In Malaysia, the colleges are free to organize the syllabi in the content courses in their own way, and not all of them include economics in the social studies courses. In some of the colleges, however, where Economics and Public Affairs are taught " in conjunction with and as an extension of geography", the following topics are included in this unit : the general economic structure of Malaysia; aspects of the population, including the economic activity and occupational pattern of the working population; production, including types of business units; co-operative societies; marketing, including distribution channels, transport and advertising; support schemes for rural products.

In Nepal, there is neither a course in economics nor a unit on the subject in the social studies curriculum. In the course in the Methods of Teaching Social Studies, however, among the topics in the primary school curriculum that student teachers are taught how to teach are the following : 'Nepal's natural resources and their use'; 'Nepal's exports and imports'; 'means of transportation'; and economic changes in Nepal.

In East Pakistan, among the thirteen units that comprise the course in 'Citizenship and Rural Uplift' there is a unit on the 'Economic Structure of Pakistan'. In this unit, the topics dealt-with are : problems of agriculture and industry; the working classes - their standard of living, wages, and conditions of service; education, health and sanitation; and the place of co-operatives. In some of the other units, there are topics related to economics such as public and local financing; the problem of rural indebtedness; forms of subsidiary earning in the rural areas; co-operative farming and marketing; and efficiency of labour and full employment.

In the Philippines, the new courses in the social sciences do not make any explicit provision for a study of economics except for one topic in the course on Philippine History and Institutions that deals with "current events, both national and international, that influence the economic, cultural and political life, and even the character, of the present population among the younger generation".

However, one of the regional public normal schools is known to offer an elective course in economics in which, besides the five aspects enumerated in the questionnaire, taxation and land reform are also included.

In Singapore, some attention is paid to the economic problems of the Republic, especially the problems of industrial development.

In Thailand, some topics in economics are found in the course on the 'Structure of Thai Society'. These topics are : economic changes in modern society; economic development; the national income; and the promotion of productivity, investment and marketing. In the course on 'Thai History', there is scope for a study of the economic features of the Dhonburi and Bangkok Periods up to the present time.

In the Republic of Viet-Nam, as we have seen, there is a course in 'Political Economy' which is divided into two sections, Economics and Politics. The first section includes (i) a study of the economics of underdeveloped countries and (ii) a study of the economics of the Republic of Viet-Nam, including the plans of economic development.

The above presentation shows the great variation that is to be found in the provisions in the teacher training curricula of different countries for the study of economic principles, practices and problems. Nevertheless, there are many ideas in the syllabi that could help curriculum makers to frame an effective syllabus in this area of the social studies.

Aspects of sociology included in the social studies courses

In the last decade or so, sociology has become an increasingly important ingredient in the curriculum of teacher education in the more educationally advanced countries. It was therefore thought desirable to ascertain what place it has in the programmes of primary teacher training in the Asian countries. The respondents to the questionnaire were requested to check four aspects of sociology that may be found in the primary teacher training curriculum in their respective countries and to add other aspects that they regard as relevant to this area of the social studies. Table 8 (page 63) presents a picture of the situation as drawn from the data supplied by the questionnaire.

A study of the data furnished by the respondents shows that there is very little of sociology in the social studies courses in primary teacher training institutions in Asia. Japan, however, offers courses in sociology as such: at the Tokyo Gakugei University, which is an associated institution of the Institute, there are two courses in sociology - Sociology I (Mankind and Society), and Sociology II (Contemporary Society), carrying 4 and 2 credits respectively.

Table 8: Aspects of sociology included in the social studies courses

Aspect / Country	Rural Sociology	Urban Sociology	Educational Sociology	Community Development	Others
Afghanistan	-	-	-	✓	-
Burma	...	...	...	...	...
Cambodia	✓	✓	✓	✓	-
Ceylon	...	...	...	...	...
Republic of China	-	-	✓	-	-
India	-	-	-	In many of the States	-
Indonesia	Sociology of the rural community	-	-	-	Local customs and traditions
Iran	-	-	-	(in the short course of training for the Army of Knowledge)	Marriage and family; social behaviour; tribal organization
Japan	✓	✓	✓	✓	-
Republic of Korea	Rural areas	Cities	Education and society	-	Society and social process; social welfare; population policy; culture, religion and morality
Laos	(fundamental concepts	(fundamental concepts)	(fundamental concepts)	-	-
Malaysia	...	...	...	...	...
Nepal	-	-	-	✓	Society: its needs and developmental stages; society and the individual

Table 8: Aspects of sociology included in the social studies courses (Continued)

Country \ Aspect	Rural Sociology	Urban Sociology	Educational Sociology	Community Development	Others
Pakistan (East)	Socio-economic set-up of the village	-	-	Rural up-lift	Social structure of Pakistan; social customs; social understanding
Pakistan (West)	-	-	-	✓	-
The Philippines	-	-	-	✓	-
Singapore	...	...	...	...	...
Thailand	-	-	-	✓	Cultural and social structure of Thai society; social and human relations institutes; Thai culture and art; Western influences on Thailand; social changes
Republic of Viet-Nam	...	...	...	...	...

There are also several free elective courses in sociology. In most of the other countries where some elements of sociology are included in the social studies curriculum these elements are found in one or more of the courses in social studies offered in these countries.

In the Republic of China, there is a compulsory course in Educational Sociology.

In Indonesia, a few aspects of sociology like the sociology of the rural community and local customs and traditions are treated in the courses in civics and geography.

In Iran, the course in geography in the two-year tentative curriculum has a unit on social geography in which such topics as tribal organization, marriage and the family, and social behaviour are studied.

In the Republic of Korea, the course in 'Problems of Korean Society' deals with such matters as society and social process, rural and urban areas, social welfare, population policy, and culture, religion and morality. Although there is no course in educational sociology, a unit on 'Education and Society' is included in one of the courses in education.

In Laos, some basic concepts in sociology receive brief consideration mainly in the course in geography which includes human geography.

In Nepal, the course in civics includes topics such as 'society - its needs and developmental stages', and 'society and the individual'.

In East Pakistan, the course in 'Citizenship and Rural Uplift' includes such topics as the social structure of Pakistan, social customs, and social understanding.

In Thailand, several aspects of sociology are covered in the courses on the 'Structure of Thai Society' and 'Thai History'. Among these aspects are: the cultural and social structure of Thai society; social and human relations institutes; Thai culture and art; western influences on Thailand; and social changes in modern Thai society.

One aspect of sociology that is most commonly found in the Asian primary teacher training curricula is 'Community Development'. The following countries have made provisions for it either as a separate course or as a unit in some course: Afghanistan, Cambodia, India (in many of the States), Japan, the Republic of Korea, Nepal, Pakistan, the Philippines, and Thailand.

Aspects of anthropology in the social studies courses

In the more developed countries of the world, a noticeable new trend in the teaching of the social studies is the introduction of concepts or elements taken from the field of anthropology into courses for the preparation of teachers, mainly at the secondary level. The author was, therefore, curious to know whether there were any aspects of anthropology to be found in the curricula of primary teacher training institutions in Asia.

Only five countries appear to have some elements of anthropology in their social studies courses: Cambodia, India (some of the States), Iran, the Republic of Korea and Thailand.

In Cambodia, there is a small unit on 'primitive civilizations'.

In some States in India, the 'prehistoric beginnings of civilization' is a topic of study.

In Iran, the course in geography in the two-year tentative curriculum includes a brief study of the genesis of man and of the races peopling the world. The one-year course for tribal normal schools expectedly provides activities related to tribal customs and traditions without, however, including these as a topic for study in the course.

In the Republic of Korea, the course in the History of Civilization provides for a study of the following: the civilization of the palaeolithic and neolithic ages; and the civilization in Korea during the neolithic age.

In Thailand, the course in General History calls for a detailed study of man and the classification of races.

Other elements in the social studies curriculum

It was not anticipated in the questionnaire that there would be as many as even six countries that would have units on human relations in their social studies curriculum, and therefore the respondents were not asked to give detailed information on this subject which should form an important element in the training of teachers.

To conclude the section on the contents of the social studies courses, the respondents were asked to list the topics or aspects of study not already encompassed by the questions in this section of the questionnaire.

Several respondents have provided a list of subject areas, units or topics that are uncommon and are not likely to figure in the syllabi of many countries.

In Burma, as we have seen earlier, basic science is included in the social studies.

In Ceylon, one unit in the course in history explicitly associates the literature of the country with its religion and culture. The course in civics has an interesting unit on the political theory behind the origin, formulation and functioning of parliamentary institutions of the British type.

The list from Iran includes the following units in the course on the White Revolution : (1) reform of electoral laws; (2) nationalization of forests and water resources; (3) the Army of Knowledge or the Literacy Corps; (4) the Health Corps; (5) the Community Development Corps; (6) renovation of cities and villages; (7) land reform; (8) the administrative revolution; (9) the houses of justice in the villages; and (10) a fair deal for labourers and industrial workers.

In Japan, at the Tokyo Gakugei University, the general education programme includes a two-credit course entitled 'Introduction to Private Law' among the courses in the area of the social studies. Other courses in law are also provided as free elective subjects.

In the Republic of Korea, the course in the 'History of Civilization', besides including a unit on the prehistoric age, also has units on the classical western civilizations of Greece and Rome, the civilizations of India and China and the establishment of Korean civilization, before coming on to the mediaeval and modern ages.

In Laos, where history and geography are integrated, the unit on the human geography of the countries included in the course covers their discovery (wherever applicable), their colonization by European powers and their eventual emancipation. This feature, however, is found only in those training institutions in which the social studies curriculum includes both content and methods courses and is not confined only to the methods course.

In Nepal, there is a unit in the history course on the main religions in the world - Hinduism, Buddhism, Jainism, Christianity, Islam and Confusianism. It includes also the teachings of Shankaracharya.

In the Philippines, as has been mentioned earlier, General Psychology has been included among the social sciences, and the study of this subject is intended to 'involve the understanding and appreciation of facts about human beings, their interests, capabilities and motives".

In Singapore, an interesting feature of the course in history, which provides a wide sweep of world history from "early man" up to 1497, is the inclusion of three significant topics after the ancient period - namely, Islam, the Indianized kingdoms, and the coming of the Portuguese to Asia.

In Thailand, a section of the course in General History deals with "the progress of scientific studies, since the opening of the nineteenth century and the work of the world's leading scientists and inventors".

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CHAPTER FOUR

COMPOSITION OF THE METHODS COURSES

This section of the report deals with the composition of the methods courses in the social studies as it has been reported upon by the respondents from the different countries.

The procedure adopted in the questionnaire was to list a number of topics - nineteen in all - that the researcher expected to find in the course in the 'Methods of Teaching the Social Studies in the Primary School' taught in primary teacher training institutions and to ask the respondents to check the items that are included in the courses offered in their respective countries. Another question requested the respondents to enumerate other topics found in their courses which were not included in the list to be checked. The next few pages report the data furnished by the respondents.

Topics included in the courses in the methods of teaching the social studies

As the number of topics listed in the questionnaire were as many as nineteen, it would be inconvenient to deal with them all together. They will therefore be taken up either singly or in related groups. One general observation, however: there are three countries that have checked all the nineteen topics listed in the questionnaire. They are the Republic of China, Malaysia, and Pakistan (East only).

The first topic has to do with the aims of teaching the social studies in the elementary schools. This topic has been checked by all the responding institutions without exception, and this is as was expected. Teachers need to be fully conversant with the aims and objectives of teaching a subject if they are to teach it effectively and it is good to be assured that primary teacher training institutions in Asia are conscious of this need.

We can next consider together the inclusion in the methods courses of a set of six related topics, namely, the narrative method, the discussion method, the project method, the problem-solving method, individual assignments and group assignments. The available data is set out in the table that follows: (Table 9)

Table 9: Topics included in the methods courses

(a) The narrative, discussion, project and problem-solving methods, and individual and group assignments

Topic / Country	Narrative Method	Discussion Method	Project Method	Problem Solving	Individual Assign-ment	Group Assignments
Afghanistan	✓	✓	-	-	-	-
Burma	✓	✓	✓	✓	✓	✓
Cambodia	✓	✓	✓	-	✓	✓
Ceylon	✓	✓	✓	✓	✓	✓
Republic of China	✓	✓	✓	✓	✓	✓
India	✓	✓	✓	✓	✓	✓
Indonesia	✓	✓	✓	✓	✓	✓
Iran	-	✓	-	-	✓	✓
Japan	✓	✓	✓	✓	✓	✓
Republic of Korea	✓	✓	✓	✓	✓	✓
Laos	-	-	✓	-	✓	✓
Malaysia	✓	✓	✓	✓	✓	✓
Nepal	✓	✓	✓	✓	✓	✓
Pakistan (East)	✓	✓	✓	✓	✓	✓
Pakistan (West)	-	✓	✓	✓	-	-
The Philip-pines	✓	✓	✓	✓	✓	✓
Singapore	✓	✓	✓	-	✓	✓
Thailand	✓	✓	-	✓	-	-
Republic of Viet-Nam	-	✓	-	-	✓	✓

The narrative method is included in the methods courses in most of the Asian countries, the only exceptions being Iran, Laos, West Pakistan and the Republic of Viet-Nam.

The discussion method receives even greater attention, the only country not including it in its course on methods of teaching being Laos.

Afghanistan, Iran, Thailand and the Republic of Viet-Nam are four countries which have not included the project method in their methods courses.

As far as assignments, both individual and group, are concerned, only the respondents from Afghanistan, West Pakistan and Thailand have refrained from checking them.

The next set of topics to be considered comprises the following: field trips, the use of dramatics, the use of the radio, the use of television, the use of films and filmstrips. The data furnished by the respondents is presented in Table 10.

Table 10: Topics included in the methods courses

(b) Field trips; the use of dramatics, radio, television, films and filmstrips

Topic / Country	Field Trips	Use of Dramatics	Use of Radio	Use of Television	Use of Films and Filmstrips
Afghanistan	✓	✓	-	-	✓
Burma	✓	✓	-	-	-
Cambodia	✓	✓	-	-	✓
Ceylon	✓	✓	✓	-	✓
Republic of China	✓	✓	✓	✓	✓
India	✓	✓	✓	-	-
Indonesia	✓	✓	-	-	-
Iran	✓	✓	-	-	✓
Japan	✓	✓	✓	✓	✓
Republic of Korea	✓	✓	-	-	✓
Laos	✓	-	-	-	✓
Malaysia	✓	✓	✓	✓	✓
Nepal	✓	-	-	-	-

Table 10 b (continued)

Country / Topic	Field Trips	Use of Dramatics	Use of Radio	Use of Television	Use of Films and Filmstrips
Pakistan (East)	✓	✓	✓	✓	✓
Pakistan (West)	✓	✓	✓	✓	✓
The Philippines	✓	✓	✓	-	✓
Singapore	✓	✓	✓	✓	✓
Thailand	✓	-	-	-	✓
Republic of Viet-Nam	-	✓	✓	-	-

A perusal of the data presented in the above table shows that the Republic of Viet-Nam is the only country where field trips do not figure in the course in the methods of teaching the social studies in primary teacher training institutions.

In Laos, Nepal and Thailand, the use of dramatics does not figure in the course in the teaching of the social studies.

The use of the radio is discussed in the courses provided in Ceylon, Republic of China, India, Japan, Malaysia, East and West Pakistan, the Philippines, Singapore and the Republic of Viet-Nam.

Although other countries have television, its use is included as a topic for study in only five countries, namely, the Republic of China, Japan, Malaysia, Pakistan, and Singapore. In West Pakistan, however, the use of audio-visual aids is a topic in the course: this includes the use of radio and television.

All but four respondents have checked the topic of the use of films and filmstrips.

The third set of topics listed in the questionnaire contained the following items: (i) Selection and use of textbooks, (ii) selection and use of supplementary reading materials, reference materials, etc., (iii) preparation and use of visual aids; and (iv) the place of co-curricular activities in the teaching of the social studies. Table 11 (page 72) shows how these topics were checked by the respondents.

Table 11: Topics included in the methods courses

(c) Selection and use of textbooks; selection and use of supplementary reading materials, reference materials, etc.; the preparation and use of visual aids; the place of co-curricular activities

Country \ Topic	Textbooks	Supplementary Reading	Visual Aids	Co-curricular Activities
Afghanistan	-	-	✓	-
Burma	✓	✓	✓	✓
Cambodia	✓	✓	✓	-
Ceylon	✓	✓	✓	✓
Republic of China	✓	✓	✓	✓
India	-	-	✓	✓
Indonesia	✓	✓	✓	✓
Iran	✓	-	✓	✓
Japan	✓	✓	✓	-
Republic of Korea	✓	✓	✓	✓
Laos	✓	✓	✓	-
Malaysia	✓	✓	✓	✓
Nepal	✓	✓	✓	✓
Pakistan (East)	✓	✓	✓	✓
Pakistan (West)	✓	✓	✓	✓
The Philippines	✓	✓	✓	✓
Singapore	✓	✓	✓	-
Thailand	✓	✓	✓	-
Republic of Viet-Nam	✓	✓	✓	-

A perusal of the data given above shows that the topic on the selection and use of textbooks has not been checked by Afghanistan and India. In India, this is mainly because primary school textbooks are, as a rule, prescribed by the state education departments.

The respondents from Afghanistan and India have also not checked the next topic, the selection and use of supplementary reading materials; and in this matter they are joined by the respondent from Iran.

When it comes to the preparation and use of visual aids, all the countries have checked this topic; but there are six countries that report that their syllabi in the social studies do not include a discussion of the place of co-curricular activities in the teaching of the social studies. These countries are Afghanistan, Cambodia, Japan, Laos, Singapore, Thailand and the Republic of Viet-Nam.

The fourth set of topics listed in the questionnaire consisted of the following items: (i) methods of evaluation in the social studies; (ii) lesson planning; and (iii) unit planning. The responses received from the different countries are presented in Table 12.

Table 12: Topics included in the methods courses

(d) methods of evaluation in the social studies; lesson planning; and unit planning

Topic / Country	Methods of Evaluation	Lesson Planning	Unit Planning
Afghanistan	✓	✓	-
Burma	✓	✓	✓
Cambodia	-	✓	✓
Ceylon	✓	✓	✓
Republic of China	✓	✓	✓
India	✓	✓	-
Indonesia	✓	✓	✓
Iran	✓	✓	✓
Japan	✓	✓	✓
Republic of Korea	✓	✓	✓

Table 12 (continued)

Topic / Country	Methods of Evaluation	Lesson Planning	Unit Planning
Laos	-	✓	✓
Malaysia	✓	✓	✓
Nepal	✓	✓	✓
Pakistan (East)	✓	✓	✓
Pakistan (West)	✓	-	✓
The Philip-pines	✓	✓	✓
Singapore	-	✓	✓
Thailand	-	✓	-
Republic of Viet-Nam	-	✓	✓

As Table 12 shows, methods of evaluation are not included in the social studies syllabi in Cambodia, Laos, Singapore, Thailand and the Republic of Viet-Nam.

Lesson planning is not a topic for discussion in the methods courses in West Pakistan; but it is presumed that student teachers are assisted in the actual planning of practice lessons in the social studies.

There are three countries that have not checked unit planning in the questionnaire: Afghanistan, India and Thailand.

To supplement the data obtained in response to the check list of nineteen topics in the courses on the methods of teaching the social studies, the respondents were asked to state other topics included in their social studies syllabi but not found in the check list. In response to this, six institutions - those from Cambodia, the Republic of Korea, Nepal, West Pakistan, the Philippines and Singapore listed additional topics, as follows:

Cambodia: surveys.

Republic of Korea: use of cumulative records (which is really an aspect of methods of evaluation which is listed in the questionnaire).

Nepal: The role of the teacher in the teaching of the social studies.

West Pakistan: The laboratory method, role playing; use of resource persons; story telling.

The Philippines: The conceptual approach, that is, the development of basic concepts in the social studies through a series of related and sequential experience units.

Singapore: The primary school syllabus and how to teach it; correlation of history with other subjects; map work, oral and written; the organization and use of special rooms for the social studies; sources of information and illustrative material.

A further scrutiny of the syllabi furnished by some of the responding institutions revealed many more topics. These are given below:

Ceylon: The meaning of history; the document or source method in history; the playway in history learning; the observation method; the meaning of geography; schools of thought in geography; the teaching of local geography; map reading; organization of knowledge in history and geography; the primary school syllabus in the social studies; making history and geography real; preparation of a geography room; art and handwork in the social studies; exhibitions; surveys; an approach to civics in the primary school through: (i) lessons in good conduct and manners; (ii) studies in religious behaviour; providing classroom situations involving acceptance of responsibility and co-operative action; (iii) watching persons who serve us, such as the postman, the police officer, etc.

India - (variously, in different States in India): The socialized recitation, the Dalton Plan; the laboratory method; the biographical method; imaginative writing and imaginary journeys as devices for stimulating the imagination of children; the place and importance of the reading room and library in the school; the school museum; exhibitions; how to develop correct social attitudes in children; principles of curriculum construction in the social studies; integration of subject matter in history, geography and civics into one subject; the topical, concentric and spiral plans in the organization of subject matter; assessment of attitudes and aptitudes.

- (in the Basic training schools): The social and physical environments as media of education; the use of community resources in the teaching of the social studies; news reading and study of current events as methods of approach; the correlated approach; community surveys - method and use; extension work as a means of social training.

Iran: Use by children of interviews and simple questionnaires to collect information; use of resources and documents in teaching history; the historical research method; preparation of time lines and time charts; the science of geography and the story of its development; the research method in geography - application of principles of cause, continuity, relatedness and generalization; making and using maps.

Republic of Korea: The origin and development of courses in the social studies; the character and contents of the primary school syllabi in the social studies; construction of resource units; the relationship of the social studies with other subjects; the acquisition, processing and utilization of teaching materials; the teaching of

current affairs; the teaching of local geography; the workshop method of teaching; observation; surveys; the method of outdoor research; construction activities in social studies learning; problems in social studies teaching.

Nepal: Methods of teaching the topics in the social studies syllabi for the primary schools.

Pakistan (East): The social approach to the study of history; the informal approach to history teaching at the primary school stage; the approach through stories; principles of syllabus making; history and geography teaching through centres of interest; handwork and collection as useful activities in the learning of the social studies; making of surveys; observation and recording of natural phenomena.

Thailand: Study of the syllabus, teachers' handbooks and textbooks for the primary grades; arrangement of a social studies corner in the classroom; integration of social studies teaching with other subjects; problems in the teaching of the social studies and how to solve them.

Comments on the contents of the methods courses in the social studies

In the foregoing pages, we have explored the composition of the methods courses offered in the area of the social studies in the primary teacher training institutions in Asia. In other words, we have examined the topics that are included in the courses that deal with how the various social studies in the elementary school - history, geography, civics, etc., or an integration of these - are required to be taught in the schools in the respective Member States.

As we have seen in an earlier section of this study, the methods courses and the content courses in the social studies are taught separately in some countries, whereas in other countries these are offered as composite courses. This accounts partly for the variation in the scope of the methods courses in the different countries which is limited in some countries and more comprehensive in others. Another factor determining the coverage of the methods courses is the amount of time available for them which, in turn, depends upon the total duration of the training course.

Although the list of methods of teaching to be checked by the respondents was not exhaustive, the responses indicate that most of the countries are covering this area fairly well. In some countries, other useful methods of teaching the social studies are also included in their courses, such as role playing, the use of resource persons, the laboratory method (which, in West Pakistan, seems to mean the gradual building up, by the students, of a social studies laboratory by preparing or collecting exhibits related to the social studies), the source method, observation and reporting, the playway, the socialized recitation, the Dalton Plan, the biographical method, story telling, the use of interviews in gathering information, making of surveys, holding of exhibitions, etc.

Composition of the methods courses

Useful approaches to the teaching of the social studies are also indicated in some of the syllabi examined by the researcher. These include correlation of the social studies with other school subjects including art and handwork; the teaching of local history and local geography; using the environment, both social and physical, as a medium or centre of education; using extension work or community service as a means of social training; the living or life-centred approach to civics; an emphasis on current events and daily news as centres of learning; a recourse to imaginative writing and imaginary journeys for stimulating the imagination of children; the cultivation of the habit of reading for the acquisition of knowledge in the area of social living.

Two topics that are not to be found in the methods courses of many of the Asian countries are the use of radio and the use of television. Another new development in educational practice - the preparation and/or the use of programmed materials - has not yet made any visible impact, judging by its absence in the methods courses in the social studies.

The role of co-curricular activities in the achievement of most, if not all, of the objectives of social studies teaching in the elementary school can be an important one. The importance of such activities, however, has not been recognized in the formulation of the courses in methodology in some of the Asian countries: at least seven countries do not provide for a study of how co-curricular activities can be organized to serve as a useful means of education through the social studies programme.

As regards the use of dramatics in the teaching of the social studies, a perusal of the social studies syllabi shows that, in some countries, dramatics is a classroom activity, while in others it is viewed as being a co-curricular activity. In one country, for example, "term-end plays" are listed as one form of "application of historical knowledge in the life of the school," while in another, dramatization is employed as a "device for stimulating the imagination of children." In yet another, play writing and dramatization are listed among the "social activities in the school." In the syllabi of some countries, however, dramatization is very clearly indicated as one of several "methods of teaching the social studies in the elementary school."

To conclude this discussion, the researcher feels that there is a wealth of ideas in the syllabi used in the different countries on the methods of teaching the social studies - if these are all put together - to enable any country to develop a very effective syllabus in the subject.

Observation of regular and demonstration teaching in the social studies

Considering that observation of teaching is important in the training of teachers, the next two questions in this section of the questionnaire sought to elicit data on this point. The respondents were asked:

(i) whether observation of social studies classes in the primary school constitutes a part of the course in the methods of teaching and, if so, how many classes have to be observed by a student;

(ii) whether the lecturers in the social studies, as a general practice, give demonstrations of teaching in the primary school as a part of the methods course and, if so, how many demonstrations they give in the course of a year.

The answers to these questions are given in Table 13.

Table 13: Observation of regular and demonstration teaching

Data supplied / Country	Whether observation of regular teaching is part of the methods courses	Number of such observations required of a student	Whether social studies lecturers give demonstrations of teaching	Number of such demonstrations given in a year
Afghanistan	Yes	10	Yes	10
Burma	Yes	As many as he can	Yes	10 or more
Cambodia	Yes	12	Yes	4
Ceylon	No	-	No	-
Republic of China	Yes	10	No	-
India	Yes	Varies from 1 to 20	Yes	From 1 to 3
Indonesia	Yes	6	No	-
Iran	Yes	3	Yes	2
Japan	Yes	No definite number	Yes	No definite number
Republic of Korea	Yes	6	No	-
Laos	...	...	...	...
Malaysia	Yes	As many as possible	Yes	Once or twice a month
Nepal	Yes	7	Yes	1
Pakistan (East)	Yes	The number varies	No	-
Pakistan (West)	No	-	Yes	About 5
The Philippines	Yes	Depends upon the needs of the class	Not as a general practice	Depends upon the needs of the class
Singapore	No	-	Not as a general rule	-
Thailand	No	-	No	-
Republic of Viet-Nam	Yes	6	No	-

CHAPTER FIVE

TEACHING METHODS AND PROCEDURES USED BY TEACHER EDUCATORS

This fifth section of the report deals with different aspects of the teaching methods and procedures used by teacher educators in primary teacher education institutions in Asia in the training of teachers. There were five questions in this section of the questionnaire, and the replies to each of them will be dealt with in turn in the following pages.

Methods and procedures in common use

The respondents were first requested to list, in order of priority, the methods commonly used by teacher educators in the primary teacher training institutions in their respective countries in handling the courses in the social studies. The replies to this question are embodied in Table 14 (pages 80-81).

Comments on the teaching methods and procedures used

If by the narrative method, which is a term used by some respondents, is meant the lecture method, this narrative or lecture method appears to be the most frequently used method. After this comes the discussion method which is mentioned by several responding institutions, mostly as the second priority. The giving of assignments, both individual and group, is also frequently mentioned in the questionnaire returns. Next in order of frequency come field trips and the use of audio-visual aids to learning.

As the table shows, there are quite a few countries in which only a limited number of methods are used in the teaching of the social studies in primary teacher training institutions. Some of the more progressive and active methods of group learning, like the workshop, seminar, symposium, project, panel discussion, brains trust, and role playing, are either rarely used or not mentioned at all by the respondents.

It is interesting to compare the data set out in Table 14 which enumerates the methods and procedures commonly used by primary teacher educators in Asia with their own students with the data given in Tables 9, 10, 11, 12 and 13 which indicate the topics included in the courses in the methods of teaching the social studies in the primary schools. It will be observed that in the case of

Table 14: Teaching methods and procedures commonly used by teacher educators

Country \ Method	Priority 1st	2nd	3rd	4th	5th	6th	Others
Afghanistan	Demonstration	Discussion	Use of teaching materials	Field trips	Reporting	-	-
Burma	Community survey	Teaching practice	Excursions	Practical work	-	-	-
Cambodia	Observation sessions	Theory classes	Study of selected environments	Practice teaching	-	-	-
Ceylon	Lecture	-	-	-	-	-	-
Republic of China	Narrative	Discussion	Use of visual aids	Observation	Practical work	Field trips	-
India	Lecture	Discussion	Question and answer	-	-	-	-
Indonesia	Lecture	Question and answer	Discussion	Individual assignments	Group assignments	Field trips	Problem solving; socio-drama; demonstration; observation
Iran	Narrative	Use of instructional aids	Individual assignments	Group assignments	-	-	-
Japan	Lecture	Discussion	Field work	-	-	-	-
Republic of Korea	Narrative	Discussion	Problem solving	Individual assignments	Group assignments	Workshop/ seminar	Field investigations
Laos	Theory classes	Observation sessions	-	-	-	-	-

Table 14: Teaching methods and procedures commonly used by teacher educators (Continued)

Method / Country	Priority 1st	2nd	3rd	4th	5th	6th	Others
Malaysia	Lecture	Discussion	Individual assignments	Project	Group assignments	Field trips	-
Nepal	Narrative	Discussion	Individual assignments	Group assignments	Field trips	Use of text books	Unit and lesson planning
Pakistan (East)	...	...	...	...	...	...	...
Pakistan (West)	Lecture	Discussion	Use of text books	Use of teaching aids	-	-	-
The Philippines	Discussion	Group assignments	Lecture	Directed study	Workshop	Use of films and filmstrips	-
Singapore	Lecture	Assignments, individual and group	Discussion	Practical work	Field trips	Tutorials and seminars	Closed circuit T.V.; films and filmstrips
Thailand	Narrative	Use of text books and supplementary materials	Assignments, group and individual	Group discussion and report	Field trips; surveys	Use of audio-visual aids	Demonstration; bulletin board display; project
Republic of Viet-Nam	Demonstration (in the laboratory school)	Lecture	-	-	-	-	-

most countries many of the methods taught and advocated in the methods courses are not used by the teacher educators themselves in their own classes. Let us take, as an example, the project method which, in Table 9, is shown as being studied in fourteen countries. This method, according to Table 14, is commonly used only in two countries. Again, the problem-solving method which, in Table 9, is shown as being a topic for study in twelve countries is commonly used by teacher educators in their own teaching in only two countries. This is a vivid example of teaching by precept rather than by example, and the result may be that the prospective teachers in turn will fail to use the methods advocated by the teacher educators since they have not had the chance to experience them.

Methods of teaching that are seldom or rarely used by teacher educators

The next question in this section of the questionnaire sought to find out which teaching methods and procedures are seldom or rarely used by teacher educators and the reasons for not using them oftener.

The responses received to this question are tabulated below.

Table 15: Teaching methods and procedures seldom used by teacher educators

Country	Methods and Procedures Seldom Used	Reasons for Not Using Them Oftener
Afghanistan	a) Project method b) Use of radio and television c) Unit study d) Individual assignments e) Library work	a) Limited resource materials for the use of this method b) Lack of facilities
Burma	a) Field trips) b) Problem-solving method)	"Because of the peculiar nature of the methods"
Cambodia	a) Use of radio, television and film shows)	Lack of these facilities in the primary schools
Ceylon	Discussion, project, problem solving and other such methods	Because these require more periods for social studies in the time-table than the lecture method; also because of lack of facilities
Republic of China	a) The project method; b) the problem solving method c) use of dramatics; d) use of the radio; e) use of television; f) use of films and filmstrips	Limitation of time; large enrolment; inadequate budget; limitation of space; inadequate personnel

Table 15: Teaching methods and procedures seldom used by teacher educators (Continued)

Country	Methods and Procedures Seldom Used	Reasons for Not Using Them Oftener
India	a) Excursions, tours b) Use of radio, television, films and other such expensive aids c) Dramatization, etc.	a) Financial difficulties b) Lack of facilities c) Lack of time
Indonesia	a) Field trips b) Use of dramatics	a) Financial reason b) "Depends on the subject"
Iran	a) Project method) b) Problem- solving method) c) Use of dramatics) d) Use of the radio) e) Use of television) f) Use of films and film-strips)	Teacher educators are not masters in the use of these methods Lack of facilities for their use; moreover, radio and T.V. have no programmes in the social studies
Japan	No response	...
Republic of Korea	Use of audio-visual aids such as films, filmstrips, radio and television	Most institutions are not sufficiently equipped with the necessary facilities
Laos	Study of the environment	Lack of transportation facilities
Malaysia	a) Field trips b) Use of films and filmstrips c) Use of television d) Project method	a) Shortage of staff; expenses involved b) Not easily available c) Programmes not suitable; no T.V. set in most institutions d) Time-consuming
Nepal	a) Use of radio, television, films and filmstrips b) Project and problem-solving methods	a) Facilities not available b) Teacher educators have inadequate training and experience in their use
Pakistan (East)	a) Use of radio, T.V., films, filmstrips, textbooks and supplementary reading materials b) Field trips	a) Materials not easily available b) Expensive

Table 15: Teaching methods and procedures seldom used by teacher educators (Continued)

Country	Methods and Procedures Seldom Used	Reasons for Not Using Them Oftener
Pakistan (West)	Project method; role playing; dramatization; field trips	Teacher educators lack training in their use; these methods are time-consuming and require a lot of work and imagination on the part of the teachers
The Philippines	a) Use of radio and television	Non-availability of facilities
Singapore	a) Demonstrations b) Project method	a) There is no laboratory school b) Time-consuming
Thailand	a) Use of television b) Discussion method c) Use of films and filmstrips d) Field trips	a) Lack of funds for the necessary facilities b) Not enough reference books c) Not enough materials d) Very crowded schedule
Republic of Viet-Nam	No response	...

Comments on methods of teaching seldom used by teacher educators

A perusal of the responses received from the various countries shows that there are some methods and procedures that are seldom used by primary teacher educators in a number of countries and for very much the same reasons. There are some methods like the use of the radio, television, and films that are seldom used because of the lack of the necessary facilities. Sometimes, where the facilities are available, they are not suitable for use in the social studies programme. Another activity that is seldom employed is the organization of field trips and excursions, and in this case the reasons advanced are that transportation facilities and funds are lacking and that the activity is time-consuming.

Another group of methods that are not used much are the project method, the problem-solving method, dramatization and role playing. The reasons given for this are 'lack of training for the purpose', 'the time consumed by them', and also, sometimes, 'lack of the necessary material facilities'.

Once again, as in the response to the previous question, there is no reference in the response to this question to such effective group methods as workshops, seminars, symposia, panel discussions, buzz sessions, committee work,

syndicates, debates, brains trusts, open forums and colloquia, and other modern approaches like programmed instruction, team teaching, the case system, etc. It would appear that these methods and approaches are not commonly used by primary teacher educators and are, therefore, not mentioned by them in their response to the questionnaire; but it is also likely that some of them are not known by many teacher educators. There is a clear indication here for the further training of primary teacher educators in the methods and techniques of teacher training.

It is interesting to note what the responding institution from Cambodia has to say on the question of methodology in respect of the social studies. What is quoted below (in translation) is actually a directive contained in the curriculum in the social studies.

"The study of the social studies implies necessarily the use of an appropriate methodology. This methodology, far from being didactic, shall consist of scientific methods such as observation, information, documentation, surveys, researches, visits, field trips, discussions, group work, dramatization, lectures, commentaries, etc. It will always require audio-visual aids : cinema, slide projection, photos, collections, models, geographical maps, exhibits. It will require at every turn a large and active participation of student teachers in their different phases of work".

Curricular activities undertaken by students in the social studies programme

The third question in this section of the questionnaire was intended to find out what curricular activities, related to the social studies courses in the primary teacher training curriculum, student teachers are expected to undertake. The responses to this question are reproduced below. No responses were received from Burma, the Republic of China, Indonesia, Japan, Singapore and the Republic of Viet-Nam. The data for Indonesia was obtained from a study of the syllabi in the social studies.

Afghanistan :

(i) Preparation of a map of the community
(ii) Display and exhibits about the United Nations

Cambodia:

(i) Study of a specific environment, presented in an illustrated monograph
(ii) Group reports accomplished by groups of five students

Ceylon :

(i) Community surveys
(ii) Work experience
(iii) Shramdan or voluntary social work

India - (variously, in the different States):

(i) Collection of materials for the museum
(ii) Organizing exhibitions
(iii) Celebration of national and international days
(iv) Community living (particularly in residential institutions)
(v) Community surveys
(vi) Preparation of teaching aids and ofscrapbooks, albums, etc.
(vii) Map drawing and interpretation of maps
(viii) Conduct of the morning assembly
(ix) Clippings of news items and pictures from newspapers bearing on important political and social events
(x) Making and using simple geographical apparatus such as a rain gauge, a sun-dial and a wind vane

Indonesia:

(i) Collecting local myths and legends
(ii) Making albums and scrapbooks and arranging bulletin boards
(iii) Preparation of visual aids, including map making and making of simple apparatus to measure rainfall, wind velocity, etc.
(iv) Contacting foreign embassies for useful materials
(v) Compiling source materials from documents, etc.
(vi) Compilation and presentation of statistics
(vii) Rural surveys
(viii) Interviewing officials and others to obtain required information
(ix) Correspondence with students in other countries
(x) Celebration of national and international holidays

Iran:

(i) Making of maps and charts
(ii) Collecting of necessary information and other materials
(iii) Research in museums and libraries
(iv) Interviewing and use of questionnaires for collecting information
(v) Report writing

Republic of Korea:

(i) Community surveys
(ii) Field investigations

Laos:

Surveys and studies of the environment and the neighbouring communities

Malaysia:

(i) Study of a selected area
(ii) Study of the origins of names of places in the area

Nepal :

(i) Community surveys
(ii) Reports on the students' home districts
(iii) Reports on field trips

Pakistan (East) :

(i) Construction of plans, charts, diagrams, maps and globes
(ii) Collection of materials
(iii) Simple surveying
(iv) Geographical surveys
(v) Making of models and simple apparatus such as a sun-dial, a rain gauge, a wind vane
(vi) Making picture and stamp albums
(vii) Community work in the running of the training institution
(viii) Social service to the neighbouring community

Pakistan (West) :

(i) Local surveys and study of local institutions
(ii) Preparation of weather charts
(iii) Collecting stamps and coins
(iv) Map drawing

The Philippines :

(i) Community surveys
(ii) Undertaking welfare projects in the neighbouring communities
(iii) Organizing exhibitions

Singapore :

(i) Organizing exhibitions
(ii) Preparation of visual-aids, including time charts, maps and models
(iii) Writing of biographies of people who helped to make Singapore what it is to-day
(iv) Community service, to a limited extent

Thailand :

(i) Religious activities
(ii) Exhibitions; e.g. on United Nations Day
(iii) Community surveys
(iv) Making of maps and globes
(v) Collection of materials

Comments on curricular activities undertaken by students

Judging by the responses received from the various countries, it would appear that in some countries there is little scope for student activity in the

social studies programme; in a few others, there is evidence of a fair amount of activity. With the help of the many ideas provided by the different respondents or culled from the social studies syllabi, it should be possible for teacher educators engaged in teaching the social studies to organize an effective programme of student activities related to their courses. To do this, they must be convinced of the truth and value of the educational principle of 'learning by doing', and be prepared to give up the habit of relying almost entirely on the lecture method. Although the responses of the associated institutions gives no indication of it, it is still a common practice with some teacher educators in primary teacher training institutions in this region to use their class time dictating notes to their students. It would help them greatly if, in drawing up their detailed syllabi in each of the courses in the social studies, they try to indicate against each topic (i) the objectives aimed-for in the study of the topic; (ii) the method or methods they would use in handling it, (iii) the teaching materials that would be used; (iv) the reading that the students would be expected to do; (v) the activities that the students would be required or expected to undertake in studying this topic; and (vi) the methods of evaluation that would be used in assessing the achievement of the anticipated objectives. The last statement anticipates the discussion of evaluation in the social studies which will be taken up in the next section of this report.

Experiences provided to students as part of their student teaching programme

The next aspect to be studied was the nature of the experiences related to the teaching of the social studies in the primary schools that are provided to student teachers during, and as part of, their student teaching programme. In the relevent question in the questionnaire, the respondents were asked to check two experiences (that were given as examples of the kind of experiences that the researcher had in mind) and to add other such experiences that are provided in their respective countries with a view to preparing students in a practical way for their job as teachers of the social studies. The two experiences that were cited as examples were : (i) constructing study units in the social studies courses, and (ii) preparing visual aids for use in their social studies lessons.

The response to this item in the questionnaire is recorded below.

Afghanistan : Lesson planning, observing lessons, teaching primary classes, discussion of lessons;

Cambodia : Constructing study units, preparing visual aids, including flash cards and mounted pictures and photographs, going on visits and excursions, making oral reports on books found in the library;

Ceylon : Preparing visual aids;

Republic of China : Constructing study units, preparing visual aids;

India : Preparing visual aids, including maps, globes, etc., collecting pictures, stamps, etc.;

Indonesia : Constructing study units; preparing visual aids, including maps; collecting samples of agricultural products and local industries; dramatization;

Iran : Constructing study units (in some institutions); preparing visual aids; dramatization;

Republic of Korea : Constructing study units; preparing visual aids and teaching materials; making plans of lessons, including assignments and supplementary reading materials; "planning classroom operation"; practising different forms of evaluation; studying the group dynamics among pupils; acting as counsellors;

Laos : Making geography maps, models, etc.; collecting tourist brochures; conducting school visits and excursions;

Malaysia : Constructing study units; preparing visual aids; visiting places of historical and geographical interest;

Nepal : Constructing study units; preparing visual aids; organizing field trips; evaluating pupil progress;

Pakistan (West) : Constructing study units; preparing visual aids; planning and organizing field trips; dramatization;

The Philippines : Constructing study and resource units; preparing visual aids; constructing tests; preparing programmes for celebration of national and international days; writing poems, stories and plays for use in the class; debates; role playing in meetings of parent-teacher associations and barrio councils; participating in community development projects;

Singapore : Preparing visual aids;

Thailand : Constructing study units; preparing visual aids; participating in community religious activities, constructing achievement tests, preparing supplementary reading materials for children;

Republic of Viet-Nam : Preparing visual aids, observation of social studies classes.

No responses to this question were received from Burma, Japan and East Pakistan.

Comments on experiences provided to students as part of their student teaching programme

In some countries, besides the two examples given in the questionnaire of possible experiences provided to students as part of their student teaching programme, - namely, (i) constructing study units, and (ii) preparing visual aids - very few additional experiences are listed by the respondents. There is much scope, therefore, for widening the concept and enriching the programme of student teaching with a variety of experiences and activities conducive to the

preparation of effective social studies teachers who have been provided with ample opportunities for doing the kinds of things they will be called upon to do in their day-to-day work of educating youngsters in order to achieve the objectives of the social studies in the primary school.

The question relating to the experiences provided to students during the student teaching programme was followed by another which sought to find out which of these experiences are also provided as part of the methods courses in the social studies. The responses to this latter question indicate that these experiences are nearly always provided as part of the methods courses also.

Co-curricular activities related to the social studies commonly organized in primary teacher training institutions

The final question in this section of the questionnaire was intended to find out what co-curricular activities related to the social studies are commonly organized in primary teacher training institutions in Asia. The responding institutions were requested to list them in order of popularity among the students. The relevant responses received are presented below in order of popularity, wherever this has been indicated.

Burma : History club, geography club, science club;

Cambodia : (i) Holiday camps, (ii) raising of poultry, pigs and cows, (iii) gardening, including the making of tools, (iv) community development work;

Ceylon : Students' social science societies;

India : (i) Cultural activities like pageants, puppet shows, folk singing, etc., (ii) social service activities, (iii) celebration of national and international days, (iv) dramatization, (v) excursions to places of interest;

Indonesia : (i) Scouting, (ii) field trips;

Iran : (i) Organizing exhibitions, (ii) performing plays to collect money for charity, (iii) co-operative society, (iv) clubs : lecture club, journalism club, library club, dramatics club;

Japan : Social studies club, history club, geography club;

Laos : (i) 'Receptions', (ii) film shows, (iii) conferences;

Malaysia : (i) Geographical and historical society, (ii) excursions club, (iii) interviewing people to write papers on local history;

Nepal : (i) Organizing talks by guest speakers, (ii) exhibits of visual aids, (iii) visits to historical places, (iv) social service at local fairs and festivals, (v) dramatics;

Pakistan (West) : Cleanliness drives; Red Cross Work; social, cultural and religious functions; field trips; addresses by guest speakers; management of their own board and lodging;

Philippines : (i) Student government; (ii) social science club; (iii) psychology club; (iv) in some institutions : chapter of UNSAPHIL (the United Nations Students' Association of the Philippines); (v) in some institutions : Unesco club;

Singapore : Committee for community service;

Thailand : (i) Thai cultural club; (ii) Young Buddhist club; (iii) field trips;

No responses to this question were received from Afghanistan, the Republic of China, the Republic of Korea, East Pakistan and the Republic of Viet-Nam.

Comments on co-curricular activities related to the social studies

In an earlier section of this report dealing with the contents of the methods courses in the social studies, we saw that there was no reference in the syllabi of such courses in at least seven countries to co-curricular activities as a medium of social training. Although fourteen responding institutions have supplied a list of co-curricular activities related to the social studies that are provided in their respective countries, the list is not long in many cases. In quite a few countries there appear to be no student organizations for conducting such activities. This should be a matter for concern for teacher educators in these countries who are engaged in the teaching of the social studies if they are keen on achieving the objectives of the social studies programme in teacher training institutions. The programme appears to be particularly weak in the development of international understanding, judging by the fact that only one country has included in its list a reference to the organization of a Unesco club and of a local chapter of the U.N. Students' Association.

CHAPTER SIX

EVALUATION

In this section we shall see what methods of evaluation are used by teachers of the social studies in primary teacher training institutions in Asia. It is important to review the methods of evaluation in common use because these can have a serious effect on the methods of teaching employed by teacher educators.

Methods of evaluation used by lecturers in the social studies

In the first question in this section of the questionnaire, the respondents were asked to check from a list of seven those methods of evaluation which they use and to add others that are also used but not listed in the questionnaire. They were also asked to indicate the frequency of use of each method. The answers to this question are set out in Table 16 (pages 93 and 94).

Comments on the methods of evaluation used by teacher educators

Although all the responding institutions have answered this question, four of them - namely, those from Burma, Japan, Laos and Thailand - have not indicated the frequency of use of each of the methods of evaluation employed by primary teacher educators in their respective countries although the respondent from Burma states that these various methods are used by the lecturers at their convenience.

The essay-type examination seems to be the most popular method of evaluation, although the frequency with which it is used varied from once a year in Singapore to "at the end of each unit and term" in the Philippines. In the Republic of China it is used monthly and at the end of each term.

Short written assignments or reports come next in popularity, there being only two countries - Afghanistan and West Pakistan - that do not report using them. Short quizzes are almost equally popular, as India, the Republic of Korea and Nepal are the only countries that do not use them, according to the responding institutions from these countries. The Philippines report using short quizzes 'often' while in the Republic of China, they are used "generally after each unit".

Table 16: Methods of evaluation used by lecturers in the social studies and the frequency of use of each method

Country \ Methods	Short Quizzes	Longer Objective-type Tests	Essay-type Examinations	Short Written Assignments or Reports	Longer Term Papers	Oral Examinations	Projects	Others
Afghanistan	✓ Very infrequently	✓ Twice a year	✓ Twice a year	-	-	✓ Twice a year	-	Drama: twice a year
Burma [1]	✓	✓	✓	✓	✓	✓	✓	-
Cambodia	✓ 12 times a year	✓ Twice a year	✓ Very rarely	✓ Once a month	-	✓ Twice a year	-	Monograph on a study of the environment; group report
Ceylon	✓ Occasionally	-	✓ At the end of each term	✓ Occasionally	-	-	-	-
Republic of China	✓ Generally, after each unit	-	✓ Monthly and at the end of each semester	✓ Sometimes, in class	✓ Once a semester, depending upon each teacher	-		-
India	-	✓ Twice a year	✓ Twice a year	✓ Three times a year in each subject	✓ One or two during the course	-	✓ Occasionally	-
Indonesia	✓ After each topic	-	✓ Every three months	✓ Occasionally	-	✓ Occasionally	-	Assessment of notes
Iran	✓ Once a week	✓ At least three times a year	✓ Twice a year	✓ Seldom	✓ Rarely	✓ Several times	-	Daily questions
Japan	✓	✓	✓	✓	✓	✓	✓	-
Republic of Korea	-	✓ 2 or 3 times a semester	✓ 2 or 3 times a semester	✓ Once or twice a semester	✓ Once or twice a semester	-	-	Making models or other aids: once or twice a semester
Laos	✓	✓	✓	✓	-	✓	-	Monograph; report on study of the environment; survey report
Malaysia	✓ After each topic	✓ Once a term	✓ Once a month or half-yearly	✓ Once a month	✓ Once a year	✓	✓ Once or twice a year	-

Table 16: Methods of evaluation used by lecturers in the social studies and the frequency of use of each method (Continued)

Country \ Methods	Short Quizzes	Longer Objective-type Tests	Essay-type Examinations	Short Written Assignments or Reports	Longer Term Papers	Oral Examinations	Projects	Others
Nepal	-	✓ 4 times a year [2]	✓ 4 times a year [2]	✓ Once a month	-	-	-	Check list for student teaching observation: once a session
Pakistan (East)	✓ Varies from place to place	-	✓ About twice a year	✓ Varies from place to place	-	-	✓ Once during the course	-
Pakistan (West)	✓ Once a month, by very few teachers	-	✓ Every 3 months	-	-	-	-	Final external examination: at the end of the course
The Philippines	✓ Often as the need arises	✓ At the end of each unit and term	✓ At the end of each unit and term	✓ Often	✓ Once a term, if required by lecturer	-	✓ At the end of the term, in lieu of a term paper	Daily recitation; oral reports
Singapore [3]	✓ Several times a term	✓ Once a term	✓ Once a year (for only 1st and 3rd years)	✓ Several times a term	✓ Once a term	-	✓ Once a term	-
Thailand [4]	✓	✓	✓	✓	✓	✓	✓	-
Republic of Viet-Nam	✓ Once a month	-	-	Three times a semester	-	-	-	Semestral examination: at the end of each semester

1. The respondent from Burma states that all the methods listed in the questionnaire are made use of by lecturers in the social studies "at their convenience"
2. These are given together in a single examination.
3. These methods are not all used in the same course for the same term.
4. The frequency of use depends upon each lecturer.

The use of longer objective-type tests is reported by all but Ceylon, the Republic of China, Indonesia, Pakistan (both East and West), and the Republic of Viet-Nam. Their most frequent use is in the Philippines where teacher educators employ them at the end of each unit and term, whereas in the other countries they are used only from a minimum of once to a maximum of three times a semester.

Long-term papers are not used in as many as nine countries, and oral examinations are not used in eleven countries. Of the eight countries where the latter are reportedly used, only four of them - Afghanistan, Cambodia, Indonesia and Iran - report the frequency with which they are used: Afghanistan and Cambodia use them twice a year, Indonesia occasionally and Iran several times a year.

Eight responding institutions report that students are also assessed on projects on which they have been working; except possibly for the Republic of Korea, done either occasionally, or once or twice a year.

Other methods of evaluation used include (i) a final external examination at the end of the course (in West Pakistan); (ii) assessment of monographs, reports on environmental studies and survey reports (in Cambodia and Laos); (iii) assessment of teaching aids made by students (in the Republic of Korea); (iv) use of a check-list for observation of student teaching (in Nepal); (v) assessment based on daily questioning in the classroom (in Iran); and (vi) assessment of performance in dramas, twice a year (in Afghanistan).

From the great variation that exists in the methods and techniques of evaluation listed above, it would appear that there is a need for teacher educators to develop a sound philosophy of evaluation in education generally and of evaluation in teacher education specifically and, on the basis of this, to adopt a system of evaluation that will enable them to assess in the most effective manner whether the objectives of teaching the social studies are being realized. There is no indication, for example, in the methods of evaluation that have been listed by the responding institutions as being used in their respective countries to the assessment of attitudes and values that the social studies programme is intended to inculcate and develop. This is one of the several aspects of assessment that need attention from Asian teacher educators, and a question on the assessment of changes in attitudes was included in the questionnaire. This is discussed briefly on page 97.

There is also virtually no reference in the data supplied by the responding institutions to systems allowing student teachers to evaluate their own progress and development. The construction and use of self-evaluation instruments is, therefore, another significant area to which the attention of teacher educators needs to be directed in future.

Methods of evaluation avoided by lecturers in the social studies

As a corollary to the question enquiring as to which methods of evaluation are used by lecturers in the social studies, the respondents were also asked

to state any methods of evaluation which they deliberately avoid, and to give their reasons for not using them.

The relevant responses to this question are tabulated in Table 17. The respondents from Ceylon, Iran, the Republic of Korea, Malaysia, East Pakistan, the Philippines, Singapore and Thailand stated that there are no methods that are deliberately avoided.

Table 17: Methods of evaluation deliberately avoided by lecturers in the social studies, with reasons for not using them

Country	Methods of evaluation that are deliberately avoided	Reasons for not using them
Afghanistan	(i) Short quizzes (ii) Long term papers (iii) Reporting (iv) Assignments	(i) Contrary to custom (ii) Poor library resources (iii) Limited resources (iv) Contrary to custom
Republic of China	Recitation	Waste of time; students not interested; not appropriate for the social studies
India	(i) Short quizzes (ii) Oral examinations	(i) Require systematic preparation by teacher educators (ii) Takes up too much time to examine students individually
Indonesia	(i) Long term papers (ii) Longer objective-type tests (iii) Projects	(i) Poor library resources (ii) Involve guessing (iii) Shortage of time
Nepal	(i) Standardized achievement tests (ii) Short quizzes (iii) Longer term papers (iv) Oral examinations (v) Projects	(i) These have not been developed) Because of the four periodical examinations held in a year, these are not thought to be practical in the present situation
Pakistan (West)	(i) Objective-type tests (ii) Individual assignments (iii) Projects	(i) They consume much time in preparation and many lecturers do not have the necessary skills for preparing them (ii) The lecturers are not happy about checking assignments (iii) They are time-consuming

Comments on the methods of evaluation deliberately avoided by teacher educators

Only six respondents have plainly stated that some methods of evaluation are deliberately avoided by lecturers in the social studies, and they have given reasons for this avoidance.

Among these reasons, the time factor - either for preparing the testing instruments or for administering and marking the tests - is very important. Another reason is the limited facilities available in training institutions for some types of activities such as the preparation of long-term papers. In Afghanistan, short quizzes and assignments are not given to students for a rather unique reason - because "they are contrary to custom." A strong reason why many teacher educators are not using some of the methods of evaluation could well be that they are unacquainted with them or do not possess the requisite skills. This is the reason given by the respondent from West Pakistan for most teacher educators not using objective-type tests.

Assessment of changes in the attitudes of student teachers

A reference was made earlier to a question included in the questionnaire to find out what effort is being made in the primary teacher training institutions in Asia to assess changes in the attitudes of student teachers as a result of their taking courses in the social studies and participating in the curricular and co-curricular activities sponsored by these institutions and how such changes in attitudes are assessed.

Five countries, namely, India, Indonesia, Japan, the Republic of Korea and the Philippines, answered this question in the affirmative. In Indonesia and Japan, such changes are assessed subjectively through observation by the lecturers concerned. In the other three countries, other techniques are employed in addition to observation. In some States in India, check-lists are used for the purpose. In the Republic of Korea, some of the teachers' colleges make use of questionnaires and check-lists, while in the Philippines, some teacher educators use self-rating scales which the students are required to accomplish.

Those printed statements of objectives of the teacher training courses in the social studies which were received indicate that the development of attitudes as well as the fostering of changes in existing attitudes among students are expressed or implicit objectives in many of the responding institutions. It may also be assumed that other institutions in Asia seek to influence students' attitudes. Since the social studies are expected to influence attitudes, systems of identifying these and evaluating their quality and intensity are essential in the overall process of student evaluation. Judging by the paucity of affirmative replies, this aspect of evaluation may tend to be overlooked in many Asian institutions.

The reactions of students to the methods of evaluation used by teacher educators

A final question in this section of the questionnaire sought to find out whether any of the methods of evaluation used by the lecturers in the social studies are adversely criticised by their students and, if so, what these criticisms are.

Four responding institutions, from the Republic of China, Iran, West Pakistan, and the Philippines, averred that there are some methods that are criticised by the students. The respondent from Thailand states that in that country "students tend to be very uncritical of teachers." The methods criticised and the points of criticism are given in Table 18.

Table 18 : Methods of evaluation criticised by students and the reasons for criticism

Country	Methods of evaluation criticised	Reasons for criticism
Republic of China	Recitation from memory of historical dates, statistics, etc.	The students don't know how to memorise these elements without any relation to historical events
Iran	Quizzes, tests and essay-type examinations	The questions are taken mainly from the content courses, while the students prefer questions based on methods of teaching
	Oral tests	The students find them difficult
Pakistan (West)	Essay-type examinations	The students think that the lecturers are often subjective in their evaluation
The Philippines	(i) Term papers	(i) Very little time is available for the necessary research
	(ii) Projects	(ii) These are sometimes expensive and not functional

Comments on the reactions of students to the methods of evaluation

Considering that only four associated institutions have provided some information on this point, it would appear that more teacher educators might gain insight by attempting to assess the way their students react to the methods of evaluation used by them. The reply from Iran states that no research has yet been made on this subject. One of the respondents from India says that "it is not possible to say" what the reactions of the students are. In a dynamic classroom situation or study course there can be a constant interplay of views - both written and spoken - between the teacher(s) and the learners. This is especially true on such a sensitive matter as methods of evaluation if one is alert to what students have to say after each experience of testing.

CHAPTER SEVEN

EQUIPMENT AND MATERIAL FACILITIES

This section deals with the adequacy of equipment and material facilities in the primary teacher training institutions in Asia for the effective teaching of the social studies.

Adequacy of equipment

To assess the adequacy of equipment found in these institutions, the respondents were requested to rate nine different items of equipment on a five-point rating scale where (1) stands for excellent, (2) for good, (3) for fair or satisfactory, (4) for poor, and (5) for very poor.

Tables 19, 20 and 21 present a picture of the situation as it has been provided by the respondents. Each table deals with several items.

Comments on the adequacy of equipment

As regards the adequacy of reading materials shown in Table number 19, except for three or four countries like Burma, the Republic of China, Indonesia and Japan, the reading materials are either just satisfactory or are inadequate. The overall assessments average out at below satisfactory, with the lowest average seen in the column for journals and magazines. Some respondents have stated that reading materials in the national languages, especially reference books, journals and magazines, are difficult to obtain.

When it comes to such equipment as maps, globes, charts, pictures and photographs - as depicted in Table 20 - the situation seems to be a little better, as very few countries have reported these facilities to be poor. Several countries, however, are poorly equipped with three-dimensional models for the teaching of the social sciences. In this respect, the teacher training institutions should try to help themselves by engaging their students in the preparation of models, dioramas, replicas, etc. as part of their practical training. The countries that appear to be well provided with the category of equipment presented in Table number 20 are Burma, the Republic of China, Japan, the Republic of Korea and Laos.

The position regarding projective materials and audio-visual aids is also unsatisfactory in many countries. At least six countries state that they are inadequately provided with audio-visual equipment; and there are three more countries that are poorly equipped with projective materials like films,

Table 19: Adequacy of textbooks, supplementary reading materials, reference books, and journals and magazines in the social studies

Country	Textbooks	Supplementary reading materials	Reference books	Journals and magazines
Afghanistan	3	5	5	5
Burma	2	2	2	2
Cambodia	3	3	3	3
Ceylon	3	4	5	4
Rep. of China	2	2	2	3
India	3	3	4	5
Indonesia	3	2	5	5
Iran	4	5	2	4
Japan	1	1	1	1
Rep. of Korea	2	3	3	4
Laos	3	3	1	1
Malaysia	3	3	3	3
Nepal	4	5	3	4
Pakistan (East)	3	4	4	4
Pakistan (West)	3	4	4	5
The Philippines	2	3	3	3
Singapore	3	3	3	4
Thailand	3	3	4	5
Rep. of Viet-Nam	3	5	4	5

Table 20: Adequacy of maps and globes; wall charts, pictures and photographs; and models

Country	Maps and globes	Wall charts, pictures and photographs	Models
Afghanistan	2	3	4
Burma	2	2	2
Cambodia	3	3	3
Ceylon	4	4	5
Rep. of China	2	2	3
India	3	3	4
Indonesia	2	4	4
Iran	2	2	4
Japan	1	1	1
Rep. of Korea	2	2	2
Laos	1	1	1
Malaysia	2	3	4
Nepal	2	2	5
Pakistan (East)	3	2	3
Pakistan (West)	3	3	3
The Philippines	2	2	3
Singapore	2	3	4
Thailand	4	4	5
Rep. of Viet-Nam	...	...	...

Table 21: Adequacy of projective materials and audio-visual equipment

Country	Projective materials	Audio-visual equipment	Remarks
Afghanistan	2	2	No T.V. sets
Burma	4	4	
Cambodia	3	3	Excluding radio and television
Ceylon	5	5	
Rep. of China	3	2	
India	4	4	No T.V. sets
Indonesia	5	2	No T.V. sets
Iran	3	3	
Japan	1	1	
Rep. of Korea	3	2	
Laos	1	1	
Malaysia	4	3	
Nepal	4	5	No T.V. sets
Pakistan (East)	3	3	
Pakistan (West)	4	3	
The Philippines	3	2	No T.V. sets
Singapore	4	2	
Thailand	4	4	No T.V. sets
Rep. of Viet-Nam	5	5	

filmstrips and slides even though they are satisfactorily provided with projectors and other audio-visual equipment. Although only seven respondents have explicitly stated that their institutions do not have T.V. sets, there are other countries which are in the same position.

Special facilities for the teaching of the social studies

The next three questions in the questionnaire sought to elicit information on the availability in the training institutions of special material facilities conducive to the effective teaching of the social studies.

The first of these questions enquired about the existence and use of a history, geography, social studies or other common museum in the training institutions. Most of the responding institutions had nothing positive to report on this question. The following were the positive responses.

In Burma, every primary teacher training institution has a common museum for history, geography and science. The articles exhibited there are used as teaching aids.

In Cambodia, there are no museums in the training institutions; but as the training institutions are located either in the capital or in the suburbs, the teachers of the social studies use the National Museum, especially for the teaching of history.

In India, 30 per cent of the primary teacher training institutions have a common museum for the social studies and 10 per cent have a geography museum. In these museums, articles of geographical and historical significance such as old coins, stamps, pottery, models, and charts are kept. These are used by the social studies lecturers whenever necessary.

In Iran, about 10 per cent of the institutions have a common museum for the social studies. Generally, such a museum contains ancient relics, and pictures and diagrams, which are used in teaching.

In Laos, the training institutions use the National Museum and the "Exhibit Centres" that are to be found in each province and in each srok.

In Malaysia, 15 per cent of the training colleges have a natural study museum and 10 per cent have a geography museum.

In West Pakistan, about 5 per cent of the primary teacher training institutions have a common museum for the social studies in which instructional aids related to these studies are organized and displayed. (Very few teachers, however, make use of these aids).

In Thailand, there are no museums for the social studies but there are natural history museums in about 5 per cent of the institutions, and these are used by the science lecturers only.

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The social studies in primary teacher training

The second of the three questions related to the provision of lecture rooms specially equipped for the teaching of history, geography or the social studies as an integrated subject. The positive replies to this question are detailed below :

Afghanistan : Social studies - 40%

Burma : 100% of the institutions have history, geography and science rooms

Ceylon : Social studies - 4%; geography - 4%

Republic of China : History - 4%; geography - 4%

Republic of Korea : Social studies - 8%

Malaysia : History - 100%; geography - 100%; social studies - 10%

Pakistan (West) : Social studies - 15%

Singapore : The only college for teachers, the Singapore Teachers' Training College, has specially equipped lecture rooms for history and geography

The last of the three questions enquired about the percentage of primary teacher training institutions that had separate or departmental libraries, besides the main library, for history, geography, other social studies subjects or for the social studies combined. Burma, Cambodia and Singapore reported positively on this question.

In Burma, all the institutions have departmental libraries for history, geography and science. In Cambodia, fifty per cent of the training institutions have departmental libraries for history and geography, and ten per cent for civics and rural instruction. In Singapore, the Teachers' Training College has separate departmental libraries for history and geography.

Comments on special facilities for the teaching of the social studies

The data available in this respect shows that in most countries the primary teacher training institutions are poorly provided with such facilities as museums, specially equipped lecture rooms and departmental libraries for the social studies. Burma stands out as the only country that has all these facilities.

In many Asian countries, the enrolments in the primary teacher training institutions are deliberately kept small in order to facilitate individual attention to students, and in these countries it may be difficult to provide some of the special facilities that we have been discussing; there are other countries, however, that have large enrolments and that could afford to provide these facilities if the teacher educators there could be convinced of their usefulness.

When it comes to having a social studies museum or a common school museum, it should be possible to solicit the assistance both of the students and

of the community served by the training institution to organize such a museum. For example, in the Philippines, where practically every institution has a home economics building that has been put up by local support, in most cases by the P.T.A.'s of the various institutions, the same sources could be tapped for developing a social studies museum or for equipping the social studies lecture rooms. Specially–equipped lecture rooms have the advantage of not only facilitating the teaching of the social studies but also of creating the kind of special atmosphere that promotes and fosters learning. There is a difference, for example, between bringing a globe into the lecture room once in a while when the lecturer thinks he will need to use it and leaving it permanently in the geography or the social studies room. The same is true of maps, charts and models which can be exhibited for sufficiently long periods in a special lecture room, as opposed to a general or multi-purpose room. Moreover, if we believe that it is desirable that schools - at least the larger ones - should have special rooms for the teaching of the social studies, the teacher training institutions should provide suitable models by organizing such rooms themselves.

As for departmental libraries, their special value in large-sized institutions cannot be gainsaid. For one thing, the lecturers themselves become more familiar with the relevant books in their areas of specialization when these are sorted out in departmental libraries than when they are dispersed and lost in a large library. For another, lecturers find it easier to pull out books from their own departmental library when they feel the need, for example, to give them to a group of students who may be working on an assignment or a group project. Then again, the students get a better opportunity in a smaller library to familiarize themselves with the books having a bearing on their courses, particularly with the new additions to the library.

Supply of needed materials to students for the preparation of visual aids

The last question in this section of the questionnaire enquired whether student teachers are supplied with sufficient materials such as paper, cardboard, crayons, paints, ink, clay, wood, and wire for the preparation of visual aids. The respondents were also requested to state whether these materials are supplied free of charge or whether a fee is levied for this purpose. The following replies were received on these points.

Afghanistan: Such materials are supplied free of charge, but they are limited both in quantity and variety.

Burma: Student teachers are not supplied with materials, but are expected to spend their own money on making the teaching aids needed by them.

Cambodia: As these materials are in insufficient supply, only those most needed are supplied. The students have to pay for them.

Ceylon : Students have to obtain these materials on their own and pay for them.

Republic of China : Students are provided with the following materials free of charge : paper, cardboard, crayons, ink, clay, wood, wire, nails, plastic, water colour, cloth, old magazines and newspapers.

India : As a general rule, students are not provided with these materials. In some institutions, some of these materials are given for group projects.

Indonesia : No materials are given for making visual aids for use in student teaching.

Iran : Most of these materials are supplied free of charge. If students need other materials besides these, they are free to buy them on their own.

Japan : Students are not provided with such materials.

Republic of Korea : Students pay a fee for the supply of such materials.

Laos : Students have to provide themselves with their own materials.

Malaysia : Students buy their own materials from their monthly allowance if and when the materials supplied to the Art and Craft classes do not suffice.

Nepal : Student teachers are not supplied with materials for making their own teaching aids.

Pakistan (East) : No materials are supplied to student teachers for their own use.

Pakistan (West) : Students can make use of materials like crayons, paints, wood, etc. which are available in the Arts and Crafts shops for the classes in these subjects; otherwise, they have to manage on their own.

The Philippines : Generally, student teachers buy their own materials from their own funds. Teacher training instructors sometimes supply materials to students with financial difficulties.

Singapore : Students buy their own materials, as these are not supplied to them.

Thailand : Students have to buy their own materials, even for group projects.

Republic of Viet-Nam : No materials for making visual aids are supplied to students.

Comments on the supply of materials for the preparation of visual aids

There are three countries, namely Afghanistan, the Republic of China and Iran where students are supplied with materials free of charge. In the Republic of Korea and Cambodia (those needed most), the materials are supplied to the students but they are charged a fee for the purpose. In a few other countries like India (in some institutions only), Malaysia and Pakistan (West), students can use the limited supplies provided to the Arts and Crafts Departments of training institutions for training purposes, especially for work on group projects.

Considering that the provision of facilities for teaching aids in the primary schools in Asia is so inadequate, if the countries in Asia can provide an adequate sum in their teacher education budgets for encouraging student teachers to learn and practise making their own teaching aids, they will be doing something very worthwhile, especially if they are not paying stipends to students undergoing training.

CHAPTER EIGHT

STAFF

The eighth and last section of this study deals with the problem of the proper staffing of primary teacher training institutions in Asia for conducting an effective programme of social studies. It deals with such matters as the minimum qualifications of lecturers in the social studies, their areas of specialization, if any, the relationship of their qualifications to the nature of their teaching assignments, their responsibilities in respect of the supervision of student teaching, and the various other ways in which they help their students. Each of these matters will be considered in the pages that follow.

The minimum qualifications required of lecturers in the content courses

The first question in this section seeks to obtain information on the minimum qualifications of social studies lecturers in terms of the number of years of (i) primary or elementary schooling, (ii) secondary education, (iii) college (liberal arts) education, and (iv) teacher training.

The data provided by the respondents is presented in the following pages. Table 22 sets out the minimum qualifications of lecturers handling the content courses in the social studies.

Table 22: Minimum qualifications of lecturers teaching the content courses in the social studies

Country	Primary (or elementary education	Secondary education	College (Liberal arts) education	Teacher training
Afghanistan	6	6	4	1
Burma	6	4	4	1
Cambodia	6	7	-	2
Ceylon [1]	6	4	3	2

1. Some lecturers are not university graduates; on the other hand, some have a Master's degree in Arts.

Table 22: Minimum qualifications of lecturers teaching the the content courses in the social studies (Continued)

Country	Primary (or elementary) education	Secondary education	College (Liberal arts) education	Teacher training
Rep. of China	6	6	4	-
India [2]	5	6	3 or 4	1
Indonesia	6	6	3	3
Iran [3]	6	6	4	-
Japan	...	...	...	...
Rep. of Korea	6	6	4	2
Laos	6	6	-	1
Malaysia	6	5	3	3
Nepal	5	5	4	-
Pakistan (East)[4]	5	5	4	1
Pakistan (West)	5	5	4	1
The Philippines [5]	6	4	-	4-6
Singapore	6	6	3	1
Thailand [6]	7	5	-	4
Rep. of Viet-Nam	5	6	3	-

2. The pattern of primary and secondary education differs from State to State, but normally eleven years of schooling are required before going on to university studies. In some States, a Master's degree in one of the social sciences is required to teach the content courses.

3. In lieu of 4 years of college or liberal arts education, 4 years of teacher training is acceptable.

4. Some lecturers have a Master's degree in the subject they teach. A few even have a Master's degree in education.

5. Although most lecturers hold a Bachelor's degree, today a Master's degree is required.

6. The four years of teacher education constitute a course of concurrent general and professional education.

Comments on the minimum qualifications of lecturers teaching the content courses

The qualifications of social studies lecturers in primary teacher training institutions vary considerably from one country to another. In some countries, thirteen is the minimum number of years of study required while, in others, it is eighteen. Moreover, a course in teacher training is not always required for lecturing in the content courses in primary teacher training institutions.

When we examine the minimum qualifications required of lecturers teaching the methods courses, we shall see what differences, if any, exist between the qualifications for the two groups of lecturers. Table 23 presents the minimum qualifications of those who teach the methods courses in the social studies for the countries where a variation occurs.

Table 23: Minimum qualifications of lecturers teaching the methods courses in the social studies

Country	Primary (or elementary) education	Secondary education	College (Liberal arts) education	Teacher training
Ceylon	6	4	-	2
Rep. of China [1]	6	6	-	5
Iran	6	6	-	4
Malaysia	6	5	3	2 or 3
Nepal	5	5	4	1
The Philippines [2]	6	4	-	4-6
Rep. of Viet-Nam	5	6	-	3 or 4

1. The five years of teacher training must be in the Normal University.

2. Although most lecturers hold a Bachelor's degree in Education, they are now being required to upgrade it to a Master's degree.

Comments on the minimum qualifications of lecturers teaching the methods courses

A perusal of the data presented in the two tables shows that a professional qualification in teacher training is required in all countries for lecturers who teach the methods courses in the social studies. It can be presumed that this is also a requirement for lecturers who teach the methods courses in the other subjects. As we have seen in Table 22, in some countries a qualification in teacher training is not expected of lecturers who teach the content courses.

Another observation is the varying length of the professional preparation in the different countries: it varies from one year to six years. Obviously, in the courses of more than one year's duration, general education is combined with professional training to compensate for the lack of general or liberal arts college education.

The trend that is observable in a few countries of requiring teacher educators to have a Master's degree in Education is a trend in the right direction, but the course leading to this degree needs to be oriented towards specialization in teacher education. The Conference of Ministers of Education and Ministers responsible for economic planning of Member States in Asia, held in Bangkok in 1965, had expressed a wish that the Asian Institute for Teacher Educators would prepare a "blueprint" for the special training of primary teacher educators. The Institute has prepared such a blueprint and readers of this study who are interested in this document may write and ask for a copy.* Provision has been made in the course for teacher educators proposed in the blueprint for specialization in the area that a teacher educator is handling in his training institution. A lecturer, therefore, who is teaching either the content or the methods courses in the social studies would be enabled in the proposed course to specialize in the area of the social studies. He is not able to do this, as a general rule, in the ordinary (as opposed to specialized) Master of Education courses available in most countries.

The special qualifications of lecturers in the social studies

A series of questions were asked to find out what kind of specialists were employed in the primary teacher training institutions in Asia to teach the social studies courses. There were four questions, and they sought to enquire:

(i) in what subject, in the area of the social studies, the lecturers in this area would generally have specialized;

(ii) whether it was a common practice for them to have majored in one subject and taken one or more minor courses in other subjects;

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* Asian Institute for Teacher Educators, Quezon City. A blueprint for the establishment of National Centres for the Special Training of Primary Teacher Educators. Quezon City, AITE, 1966. 12 p. mimeo.

(iii) whether it was common to have lecturers who are specialists in more than one subject to teach in the training institutions and, if so, what combinations of subjects would be commonly found; and

(iv) if more than one lecturer were employed to teach the social studies courses, whether any effort was made, as a matter of policy, to employ specialists in different subjects.

The responses obtained from the different countries are presented in Table 24.

Comments on the special qualifications of lecturers in the social studies

The major subject of specialization of lecturers in the social studies teaching in primary teacher training institutions in Asia is history, which has been reported by fifteen countries. Then come geography and political science, which are found in thirteen and twelve countries respectively. Economics is mentioned by six respondents, and law by two. Graduates in Social Science are also reported by two countries, namely, Iran and the Philippines. No respondent has referred to sociology or anthropology as an area of specialization for lecturers in the social studies.

In only five countries - Ceylon, India, Laos, the Philippines and Singapore - are lecturers available who have majored in one social studies subject and taken minor courses in the other social studies subjects. In Ceylon, Laos and the Philippines, however, this specialization is undertaken as part of the teacher training programme, while in India and Singapore it is an aspect of the teacher educator's preparation for an Arts degree. (There are some lecturers in Ceylon who have done such specialized study at the university level, but the vast majority have had such courses in the social studies only in an undergraduate secondary teacher training institution).

In hardly any country is a lecturer in the social studies a specialist in more than one social science. However, in at least one State in India, namely, Delhi, which requires that primary teacher educators should have a Master's degree in Arts, Science, or Education, there are some lecturers in the social studies who have specialized in one subject at the Master's level and have had another social science subject at the Bachelor's level.

As regards the adoption of the practice, as a matter of policy, of recruiting social studies lecturers with a variety of specializations whenever more than one lecturer is required, five countries (Afghanistan, Indonesia, Malaysia, Pakistan (West), and the Republic of Viet-Nam) have reported negatively. Even in India, there are some States having small-sized institutions which make-do with only one lecturer in the social studies.

■ Supervision of practice-teaching by lecturers in the social studies

Aware of the increasing tendency, not only in the Asian countries but elsewhere, to delegate the responsibility for the supervision of practice-teaching

Table 24: The special qualifications of lecturers in the social studies

Country	Common subject of specialization of lecturers	Whether lecturers have majored and minored in different subjects	Whether the social studies lecturer is a specialist in more than one social science	If more than one lecturer is employed, whether they have different specializations
Afghanistan	History and geography	No. Degrees at Kabul University are awarded in history and geography, with an equal emphasis on each	Yes, in history and geography which are taken together	No
Burma	History and geography, also economics and political science	...	...	Yes. History, geography, economics and political science
Cambodia [1]	...	No	No	Yes
Ceylon	History, geography, political science, economics [2]	Yes, some of them [3]	No	Yes
Republic of China	History, geography	No	No, because he generally teaches only one subject	Yes
India	History, geography, economics, political science	Yes	Generally, No [4]	In some States, yes, in others, no
Indonesia	History, geography, political science	No	No	No
Iran	History, geography, social science	No, the minor is in other areas such as Persian literature, language, organization and administration, etc.	Generally no, there are a few specialists in history and geography	Yes
Japan	History, geography, economics, political science, law	No	No	Yes
Republic of Korea	Political science (mostly), then law, economics, geography, history	No	No	Yes
Laos [5]	...	Yes	No	Yes. History, geography, civics, moral education

Table 2h: The special qualifications of lecturers in the social studies (Continued)

Country	Common subject of specialization of lecturers	Whether lecturers have majored and minored in differ-ent subjects	Whether the social studies lecturer is specialist in more than one social science	If more than one lecturer in the school, whether they have differ-ent specializations
Malaysia	There is no spec-ialization gener-ally	No, not in the full sense of the term, as they would have done one of the subjects as an option during their teacher train-ing course	No	No
Nepal	Political science (mostly), some history	No	No	No
Pakistan (East)	History, geo-graphy, political science	No	No	No
Pakistan (West)	History, geo-graphy, political science	No	No	No, generally there is only one lecturer
The Philippines	History, political science, social science	Yes	Yes	No
Singapore	History, geo-graphy, political science	Yes, but the major and minors may not all be in the so-cial studies	Not generally	Yes
Thailand	History, geo-graphy	No. There are major in a social science subject in another area	Not always, but there are some lec-turers with the following combina-tions: geography and history, government and economics, sociology and government	
Republic of Viet-Nam	Economics and political science	No	No	No

1. The lecturers are not university graduates.
2. The lecturers have either graduated from the university with a degree in one of these subjects or have made a special study of them at a secondary teacher training institution.
3. Others are university graduates who have offered one or more of these subjects for a general degree; still others have studied one or more of these subjects at a secondary teacher training institution.
4. In at least one State, namely, Sabah, a lecturer may have specialized in one subject at the W.A. level and had at least one other subject at the B.A. level.
5. The lecturers are not university graduates.
6. Economics and political science are the only social studies courses taught.

of student teachers (i) in the campus laboratory school, if there is one, and (ii) in the off-campus co-operating schools; and, if the answers were in the affirmative, how often, on an average, an individual student teacher would be supervised (i) in his on-campus student teaching, and (ii) in his off-campus student teaching. The information provided by the responding divisions is presented in Table 25.

Table 25: The supervision of practice-teaching by lecturers in the social studies

Country	Supervision of on-campus teaching		Supervision of off-campus teaching	
	Whether done by lecturers	Number of supervisions by lecturers	Whether done by lecturers	Number of supervisions by lecturers
Afghanistan	Yes	4 to 6	Yes	4 to 6
Burma	Yes	...	Yes	...
Cambodia	Yes	2	Yes	2
Ceylon	Yes	5	Yes	7
Rep. of China	Yes	2	No	Nil
India	Yes	Varies from State to State	Yes	Varies from State to State
Indonesia	No	-	No	-
Iran	Yes	Not definite	Yes	Not definite
Japan	Yes	Uncertain	Yes	Uncertain
Rep. of Korea	Yes	10	Yes	10
Laos	Yes	12	Yes	12
Malaysia	No. There are no laboratory schools	-	Yes	Once a week
Nepal	No	-	Yes	4
Pakistan (East)	Yes	Twice a week	Yes	Twice a week

Table 25: The supervision of practice-teaching by lecturers in the social studies (Continued)

Country	Supervision of on-campus teaching		Supervision of off-campus teaching	
	Whether done by lecturers	Number of supervisions by lecturers	Whether done by lecturers	Number of supervisions by lecturers
Pakistan (West)	Yes	2	Yes	8 to 10, if a student teacher gets a social studies lecturer as his supervisor
The Philippines	No	-	No	-
Singapore	No, there is no campus laboratory school	-	Yes	3 times a term of 10 weeks
Thailand 1	No	-	No	-
Rep. of Viet-Nam	Yes	...	...	...

1. The supervision of practice teaching is entrusted to a special group of teacher educators who are designated as supervisors of student teaching. These supervisors accompany the student teachers into the rural areas where the off-campus student teaching is done. They often, live with the student teachers in the villages.

Comments on the supervision of practice teaching by lecturers in the social studies

A perusal of the data presented in the Table 25 shows that the tendency to delegate responsibility for supervision of practice teaching to the critic teachers in the co-operating schools, both on campus and off campus, is not as widespread as was feared by the researcher. On campus practice teaching is not supervised by lecturers in six countries including Malaysia and Singapore which report that they have no on campus laboratory schools. When it comes to off campus teaching, at least four countries, namely, the Republic of China, Indonesia, the Philippines and Thailand, report that their social studies lecturers are not involved in this work. The respondent from the Republic of Viet-Nam did not answer this question.

Considering that a majority of the countries report affirmatively, even though the amount of supervision provided by the lecturers is not quite adequate in some cases, there must be some value in this practice. The main value lies

in the fact that the lecturers in the social studies are expected to know more about their particular subjects and also about how they should be taught than the co-operating teachers in the primary schools many of whom are, themselves, in need of in-service training both to upgrade their competencies and to update their knowledge of the social studies.

Other ways in which lecturers in the social studies help their students

The final question in the questionnaire was aimed at finding out in what other ways besides the supervision of practice-teaching the lecturers in the social studies in the primary teacher training institutions are able to help their students, and to what extent. The responses to this question are presented in Table 26.

Table 26: Other ways in which lecturers in the social studies help their students

Country	Ways of assistance	How often?
Afghanistan	a) In lesson-planning b) In the preparation of teaching aids c) In locating resource materials	a) Constantly b) Whenever help is needed c) Whenever help is needed
Burma	...	...
Cambodia	Through conferences with students for giving them practical advice on how to resolve their difficulties	Whenever needed
Ceylon	a) Discussion of their problems b) Tutorials	a) Whenever required b) Once a week
Rep. of China	...	...
India	a) Guidance in preparation of lesson plans b) Advising in preparation of teaching aid and choice of books and other materials	a) When the lesson plans are seen by the lecturer, and it is a fairly common practice to see all the lesson plans of the student b) Whenever required to be written
Indonesia	Providing guidance in methods of teaching	Whenever needed

Table 26: Other ways in which lecturers in the social studies help their students (Continued)

Country	Ways of assistance	How often?
Iran	a) In choosing reference books b) Giving mock teaching practice among themselves c) In preparing visual aids	a) Whenever requested b) Whenever necessary c) Whenever requested
Japan	...	...
Rep. of Korea	a) Discussion of problems b) Giving individual help c) Arranging for guest speakers	a) Whenever requested b) Whenever needed c) As often as necessary
Laos	Weekly meetings with students discussing weaknesses in teaching methods and in the use of teaching materials and remedying wrong choices of subjects of study, etc.	Once a week
Malaysia	a) Tutorials b) Seminar discussions c) Organising excursions d) Showing films e) Arranging for guest speakers f) Organizing an exhibition at the state level	a) 12 times a year b) As often as time permits c) Once a term d) As often as possible e) Once or twice a year f) Once a year
Nepal	a) Providing guidance and counselling b) Checking and advising on lessons c) Advising on the preparation of teaching aids	a) Whenever requested; at least once a month b) During the student teaching period c) During the preparation for student teaching
Pakistan (East)	a) Helping in lesson planning b) Discussion of difficulties c) Giving demonstration lessons	a) For each lesson b) Whenever needed c) Occasionally
Pakistan (West)	a) Helping in lesson planning b) Helping in organizing learning experiences c) Helping in choosing supplementary materials	a) 2 or 3 times b) Once or twice c) Rarely
The Philippines	a) Lending instructional materials b) Discussing current issues c) Arranging for resource persons	a) Whenever requested b) Whenever necessary c) If and when necessary

Table 26: Other ways in which lecturers in the social studies help their students (Continued)

Country	Ways of assistance	How often?
The Philippines (Cont'd.)	d) Providing individual instruction e) Helping students prepare for the Civil Service examinations f) Acting as advisors of Unesco Clubs (wherever these exist)	d) When the need arises e) When the examinations are scheduled f) During the year
Singapore	a) Giving individual help b) Working with tutorial groups	a) Whenever necessary b) Before supervision, with new students; after supervision, where necessary
Thailand	Serving as consultants when curricular activities, especially ceremonies, are organized	Occasionally
Rep. of Viet-Nam	...	...

Comments on other ways in which lecturers in the social studies help their students

The respondents from Burma, Japan, and the Republic of Viet-Nam did not provide any data on this subject, and the responding institution from the Republic of China reported that there were no other ways in which the lecturers helped their students.

An examination of the responses received shows that much of the help that is given is related to the student teaching programme and consists of assistance in such matters as (a) lesson planning; (b) preparation or selection of teaching aids; (c) location and selection of resource materials; (d) organizing learning experiences; and (e) improvement in teaching techniques. Even in matters such as these, there is more emphasis on some of these aspects than on others. Working with tutorial groups is mentioned by three respondents, but this is probably as a medium used for helping students in matters related to student teaching.

Some of the other interesting ways of helping students mentioned by the responding institutions are: organizing excursions (Malaysia), showing films (Malaysia), discussing current issues (the Philippines), acting as advisors of

Unesco Clubs (the Philippines), and giving individual help (Singapore and the Republic of Korea). An unexpected and unique form of assistance is that mentioned by the respondent from the Philippines: helping students to prepare for the Civil Service Examination.

The various ways of assisting students enumerated by the different responding institutions provide teacher educators who are engaged in teaching courses in the social studies with useful suggestions for formulating an effective programme of assistance to their students. If such a programme is formulated and adopted by the primary teacher training institutions in Asia, they should be able to turn out well-prepared and efficient teachers of the social studies.

CHAPTER NINE

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

In this section, an attempt is made to summarize some of the relevant conclusions that can be derived from the data provided by the Associated Institutions involved in this study and to make recommendations related to these conclusions. The headings under which these conclusions and recommendations are presented follow the same sequence as the one used for the presentation of data in the main body of the report.

The concept of the social studies as taught at the school level

1. There seems to be a vicious circle operating in the relationship between the social studies curriculum in the primary schools and that in the primary teacher training institutions in most of the Asian Member States. The schools follow the traditional "distinct subjects" curriculum because of the lack of teachers who can teach integrated courses, while the training institutions continue to gear their training programme to the curriculum prevalent in the schools because they feel that it would be unrealistic to do otherwise. If this circle is to be broken, it is best to attempt this operation in the training institutions.

2. It is therefore recommended that courses in the social studies in the training institutions should (a) acquaint teachers with some of the newer concepts in the social studies; (b) provide them with experiences in constructing syllabi based on some of these newer concepts; and (c) give them opportunities to try out these experimental syllabi using the methods and techniques that are appropriate to them.

3. Unless the teacher training institutions take the initiative in this matter, the teaching of the social studies in the schools will continue to be the compartmentalized, routine, learning-by-rote business that it is today in many Asian primary school classrooms. In this matter, however, concerted action by all or most teacher training institutions in a country is likely to bear more fruit than isolated efforts by individual institutions.

The objectives of the teaching of the social studies in primary teacher training institutions

4. There is much scope for improvement, in most of the Asian countries, in respect of a clear and comprehensive formulation of objectives, both general

and specific, of the teaching of the social studies in primary teacher training institutions. In some countries there are no objectives proposed in the social studies syllabi for the guidance of either the teacher educators or their students; in others the objectives set out are very general or irrelevant, referring in some cases to the social studies courses in the primary school.

5. There is need, therefore, for a great deal of guided thinking in this matter. At the national level, it is recommended that special workshops of primary teacher educators and specialists in the teaching of the social studies be convened to examine the existing syllabi both in the teacher training institutions and in the schools and to formulate general and specific objectives for the teaching of the social studies at these two levels. The big question here seems to be where to begin. The following sequence of attention is proposed as likely to be most fruitful:

a) Development of a new concept of social studies at the primary school level, and formulation of general objectives for social studies teaching at that level;

b) Formulation of proposals for building up the content, and providing for necessary materials, for the social studies courses or units at the primary school level with specific objectives for different courses or units;

c) Formulation of general objectives for the social studies curriculum at the teacher training level not only in terms of the personal needs of prospective teachers but also keeping in mind the competences needed by them for the effective teaching of the social studies in the primary school;

d) Construction of an adequate curriculum for primary teacher training institutions that will help to realize the general objectives proposed under (c) and the formulation of specific objectives for the different sections of the new curriculum.

6. The Asian Institute for Teacher Educators can render useful assistance to the Asian Member States by organizing a four-to-six weeks' seminar for key primary teacher educators engaged in the teaching of the social studies, at which the agenda enumerated in the previous paragraph could be tackled. If this is not feasible, or even additionally, the Institute could develop:

a) A detailed set of guidelines for developing a social studies curriculum for the primary school embodying the new trends in the teaching of the subject, and

b) A similar set of guidelines for constructing a social studies curriculum at the primary teacher training level that takes into account the weaknesses in the existing curricula as revealed by this study. In both sets of guidelines, sufficient attention would first be paid to the formulation of both the general and specific objectives of the teaching of the social studies.

Organization of courses

7. There is a great variation from country to country in the emphasis given to the social studies in terms of the percentage of the total time devoted to the subject. This varies from 33 per cent in one of the countries studied to 3.7 per cent in another. It is not possible to recommend a particular percentage for general adoption as a number of factors need to be considered in the preparation of a teacher training curriculum, the most important of which are (a) the level at which the training course is offered, and (b) the duration of the course. What can be said, however, is that the social studies should be given due importance in the programme of primary teacher training considering its importance in the curriculum of primary education and considering the social role of the teacher in the community - in particular, the rural community.

8. An important aspect of course organization is the relationship between content and methods. The general practice, with a few exceptions, is to offer separate courses in content and methods rather than composite courses combining content and methods. The obvious reason for this is the level of the content courses which is higher than the level of the primary school course and, in some cases, that of the secondary school. It is only in the countries where the social studies curriculum is a review of the primary school curriculum that a composite course of content and methods becomes both practicable and desirable. Considering the obvious advantage of linking methods with content, it is recommended that at least one composite course be offered in which methods of teaching are combined with an integrated course in the social studies on the lines suggested earlier in this summary of conclusions and recommendations. Such a course, which could be experimental to begin with, may be in addition to other higher-level courses which are deemed necessary in order to achieve the objectives of teaching social studies to prospective primary school teachers.

9. The composite course should, because of its nature, be taught by the same lecturer; but it is also recommended that even where separate courses are offered in content and methods these should be taught by the same lecturer since this arrangement makes for a better coordination of theory and practice.

Composition of the content courses

10. The variety of the content courses offered in the different countries is so bewildering that one wonders not so much whether any approximation to a uniformity of content can be achieved but whether any agreement as to the essential elements that should constitute the social studies curriculum can be reached. And yet, in the complex but closely knit world in which we live, it will be agreed that teachers need at least to be introduced to the basic principles of the several social sciences and to the main contributions of the most important and influential of the world's civilizations to human development. The principal difficulty in the respect to the short duration of the training course is

some countries, which is further accentuated in some of these countries by the low academic qualifications of the recruits to the training institutions. Curriculum makers and teacher educators, therefore, need to exercise the greatest care in selecting the elements that will constitute the social studies curriculum for their teachers.

11. As this study has revealed, the principal social sciences from which curriculum makers have drawn their materials, albeit in varying degrees, for constructing the social studies courses for their primary school teachers are the following: history, geography; civics or political science or citizenship; economics; sociology; and human relations. It is difficult to see how any of these sciences can be entirely neglected in the preparation of teachers, which is an indication of the complexity of the task of the curriculum maker. But it is a task that has to be faced squarely, this seems often not to have been done, judging by the omission, on the one hand, of some very significant elements or units and the inclusion, on the other, of some less important aspects of the social studies. A great deal of attention is being paid today to the reorganization of the curricula in science and mathematics; and it is time that the social studies curriculum came in for an equal measure of scrutiny.

12. One of the areas in which the syllabi in many of the Asian countries are very scrappy is the area of civics, political science and citizenship; however, if the offerings in this area in the entire Asian region are considered cumulatively, there are many useful suggestions for developing an effective syllabus in civics for elementary school teachers. The same can be said about the contents of the syllabi in economics and sociology.

13. One aspect of the social studies that needs to be given greater emphasis in many of the curricula is the development of international understanding. This cannot be achieved by merely having a separate unit on the subject or by devoting a lot of time to a study of the organization and work of the United Nations, although this is both necessary and helpful. What is desirable in addition is the presentation of materials in history, geography, economics, etc., that will help to develop in prospective teachers a mental horizon that extends beyond their own country and their own region. Here again, it will be contended that lack of time is against such a proposition. Nevertheless, it might be worth trying to see if a comparative approach to national and regional issues and problems cannot be adopted with a fair measure of success in achieving the goal of international understanding.

14. Another important aspect of the social studies that is gaining more and more recognition in the programme of teacher training is human relations. Some educators may prefer to include this subject in the area of psychology but, be that as it may, the subject should be given due consideration in teacher training considering that the work of teachers, perhaps more than any other profession, requires constant involvement with other people - with pupils, with other teachers, with pupils' parents, and with administrative supervisors.

15. The great thing about the social studies, be it at the school level or the teacher training level, is that it lends itself to creativity and experimentation. Experimentation in any field, however, should not be blind and purposeless but designed to achieve the wisely chosen objectives and goals.

Composition of the methods courses

16. The data provided by the respondents on this subject indicates that, although in some countries the scope of the course or courses in the methods of teaching the social studies is somewhat limited, there is such a wealth of ideas in the syllabi used in the different countries in the region that, if these are put together, curriculum makers can construct a very useful and effective syllabus on teaching methods and techniques in the area of the social studies. As the various methods and techniques found in the different syllabi have been duly noted in the relevant section of the report (Chapter Four), reference will be made in this summary to just a few of them that, in the opinion of the writer, need to be emphasized in the social studies courses on methods.

17. Some of these methods are being emphasized because they serve to develop in pupils the research attitude and the development of critical thinking. Among these are : the source method which leads the pupils to study relevant source materials; interviews with people who have special or first hand knowledge of a subject; the observation-cum- reporting-cum-discussion method; and the making of surveys for the purpose of collecting accurate and up to date data.

18. Other methods are being recommended because they serve to make learning interesting and therefore effective. Among these are : the project or activity method using significant, practical units of activity having educational value and aimed at some definite goals of understanding in the area of the social studies; field trips for direct observation and study of the materials of instruction; the biographical method using for content of interest personages of significant historical importance; the dramatic method in which pupils enact a play or a story or part of a story which has a bearing on the objectives of the social studies curriculum; mock sessions (e.g. of the village elders, the town council, the parliament, the United Nations General Assembly) to illustrate how various civic and other groups function; and correlation of the social studies with other school subjects, especially literature, music, art and handicrafts.

19. Radio and television can play a very important role in the teaching of the social studies as has been demonstrated in some of the Western countries. Teachers in Asia should also be prepared to utilize these media in their teaching as and when suitable school programmes become available. Not all of the existing methods courses in the social studies provide for this type of preparation.

20. Another weakness in these courses is the inadequate emphasis on extra-curricular activities as a useful means of achieving many of the objectives of

the social studies programme in the elementary school. If the role of such activities is duly recognized, teachers should be given training in organizing and guiding various clubs and hobby groups to cater to the special interests of pupils in the area of the social studies. Some examples of such groups appropriate for the elementary school level are a Model Makers' Club (whose members have make models of historical monuments, interesting types of buildings, means of transport, etc.), a Stamp Collectors' Club (whose members use their hobby for learning about other lands and other peoples), a Newscutters' Group (whose members select news items daily and summarize them on the school wall paper), a Social Studies Museum Organization (whose members collect interesting specimens and other materials related to their social studies courses for the purpose of holding periodical exhibitions and gradually building up a social studies museum in the school), and a Pen Friends' Club (whose members have correspond with children in other lands in order to learn about their cultures).

21. Considering that evaluation in the social studies is a complex undertaking as it has to do with such outcomes as the formation of sentiments, attitudes, judgments, beliefs and habits of behaviour in addition to the acquisition of knowledge, special attention has to be paid to this aspect of the teaching. The aim of evaluation in the social studies methods course, therefore, has to be comprehensive enough to include ways and means of evaluating these various outcomes of the teaching of the social studies in elementary schools.

22. The value of demonstration teaching in the training of teachers has been widely acknowledged by teacher educators. Considering the great variety of methods and techniques that can be used by teachers of the social studies, there is need for a carefully planned programme of lessons to demonstrate the special features of some of these methods that can be taken groups to enable them actually implemented in the classroom than by just hearing or reading about them.

Teaching methods and procedures used by teacher educators

23. The study has shown that teacher educators in primary teacher training institutions in Kenya use a limited number of methods in teaching their courses in the social studies. The main methods used are the lecture, the discussion, and the assignment, often when there is the use of audio visual aids and visits. Considering that the social studies and descriptive nature they often subjects of the school curriculum the use of a wide variety of methods and the teacher training institutions in these methods courses usually provides the use of various methods in these studies, it may be recommended that teacher educators in the training in their own teaching more effective use techniques of group learning as the discussion, seminar, symposium, project, panel discussion, colloquy, brains trust, demonstration, and role playing. It should be noted, however, that although suitable methods must be demonstrated,

the use of films, filmstrips and slides, and radio and television programmes (wherever available).

24. The reasons that could be derived from the study for the infrequent use or complete neglect of these progressive methods and techniques are threefold : (a) lack of funds for facilities such as well-stocked libraries, duplicating facilities, and transportation facilities, in some cases; (b) lack of time due to crowded schedules, in other cases; and (c) lack of training in the proper use of these methods, in most cases. The last-named cause can be remedied by providing the necessary training to teacher educators. The problem of crowded schedules and lack of time can also be met largely by training in the optimum use of available time which would indicate what parts of the syllabus can be covered by the trainees through self-study and what parts would need to be dealt-with in the classroom. There is too much of 'spoon-feeding' in the vast majority of teacher training institutions in the Asian region; this can be reduced by systematic programmes for the further training of teacher educators undertaken at the national level and, in the larger countries, at the provincial or state level.

25. As regards the first-named difficulty of lack of necessary facilities, the only solution is for the Member States to do their best to provide these facilities. Wherever possible, however, the teacher training institutions should try and devise their own ways and means of securing these facilities. To give an example, one way of building up a library of textbooks or of supplementary reading materials is to encourage trainees to adopt and implement the slogan, "Each one bring one". If they are properly guided by their teachers, a class of thirty trainees could have thirty books for its use; and if they can be persuaded to donate these to the training institution at the end of the course, the following year's class would have sixty books at its disposal.

26. It would help teacher educators to budget their time economically and wisely and it would also help to make the courses in the social studies more activity-centred and therefore interesting and effective if teacher educators drew up their detailed syllabi by indicating against each topic :

a) the objectives aimed-at in the study of the topic;

b) the method or methods which would be used in handling it and the type or types of learning experiences that would be provided;

c) the teaching materials that would be used;

d) the reading that the students would be required to do;

e) the activities that the students would be expected or encouraged to undertake in connection with the topic; and

f) the methods of evaluation that would be used in assessing the achievement of the anticipated objectives.

27. Much of the social studies learning in many primary teacher training institutions in Asia tends to be rote learning because there is little scope for activity on the part of the students. This defect can be remedied by paying special attention to the provision of adequate opportunities for student activities closely related to the contents of the courses of study. As a guiding principle, teacher educators should try to conceive of their courses in the social studies in terms not so much of subject matter to be taught by them as of learning experiences to be provided to their students. In this concept, student activity - intellectual, social and physical - would loom larger than in the concept where book learning is overemphasized.

28. Student activities in the area of the social studies should be encouraged not only in connection with the courses of study but also as part of the co-curricular programmes of teacher training institutions. The study revealed that not much store is set by such activities in the social training of prospective teachers and, in some countries, the necessary student organizations for conducting such activities do not exist in the teacher training institutions. If student teachers are to be trained to organize and guide co-curricular activities in their schools, the best way of doing this is not by lecturing them but by encouraging and helping them to organize and to participate in such activities in the teacher training institutions.

Evaluation

29. As stated earlier in the section on the Composition of the Methods Courses, the unit on evaluation in these courses is, in most countries, limited to an assessment of factual knowledge achieved by children. This limited concept of evaluation is apparent also in the methods of evaluation used by teacher educators in assessing the progress and development of their students. Short quizzes, longer objective tests, essay examinations, short written assignments and longer term papers are used with varying emphasis in the different countries. As these forms of evaluation are pre-eminently suited to test the acquisition of knowledge, it can be duly inferred that the other important outcomes expected from the social studies courses such as the development of values, sentiments and attitudes are generally left unassessed.

30. There is need, therefore, for helping teacher educators, first, to develop a sound theory of educational evaluation in general and of evaluation in teacher education in particular, and second, to acquire facility in the use of methods of assessing the less tangible outcomes of the social studies such as those just referred to.

31. As there is some danger that evaluation may be carried to excess, it is a good practice for teacher educators to sense the pulse of their students both on the frequency of the tests and examinations administered to them as well as on their suitability. This may be done either directly, by asking them from time to time to give their opinions on the testing programme, or indirectly, by being alert to their reactions after every experience of testing.

32. It is also highly desirable to encourage student teachers to evaluate themselves with reference to the many-sided development that the social studies are expected to engender. For this purpose, they need, first of all, to be made aware of the several general and specific objectives of the social studies courses, and furthermore, they need to be trained in the use of the relevant devices and tools of self-evaluation such as inventories, check-lists, questionnaires, and self-rating scales.

Equipment and material facilities

33. For the effective teaching of the social studies in teacher training institutions there should be an adequate provision of (i) reading materials such as textbooks, books for supplementary reading, reference books, journals and magazines; (ii) visual aids such as maps, globes, wall charts, pictures, photographs and models; (iii) projective materials such as films, filmstrips and slides and audio-visual equipment such as projectors; with tape recorders, record players, radio sets and television sets being open to option. In many Asian countries, the position in respect of such provision is far from satisfactory, even in respect of reading materials.

34. The value of equipping some classrooms in teacher training institutions especially for the teaching of the social studies, in the same way as science laboratories are equipped, cannot be gainsaid. They have the advantage not only of facilitating teaching because the necessary equipment is readily available but also of creating the kind of special atmosphere that fosters learning on the part of the students. Moreover, such specially equipped rooms serve as models, with some adaptation, for setting up social studies rooms in the schools.

35. The practice of setting up a social studies museum or a social studies section in a general museum, as is found in some primary teacher training institutions in Asia, has much to recommend itself. Such a museum can exhibit a variety of interesting materials such as old coins; stamps; pottery; unusual household utensils; costumes; jewellery; models of homes, other buildings and types of transportation; statues and images; geological specimens; rare maps, pictures and photographs; musical instruments; and old books and manuscripts. This list might appear very ambitious to teacher educators who wish to make a beginning in building up a museum, but as the years go by they will be surprised to find that a lot of material can be collected with the help of the institution's friends and alumni and even with its present body of students. As a matter of fact, much progress can be made by encouraging every student to make his individual contribution to the museum, even if it means donating a small thing as a coin that is not already there, or a set of stamps that are not found in the institution's collection, or a type of inexpensive flute that is found only in his part of the country, or a new geological specimen. The slogan, "Each one bring one", can be applied in building up a museum just as effectively as in building up a class library.

36. The study revealed that three of the Asian countries have departmental libraries for the social studies in their primary teacher training institutions; others could do so as well, provided they can be convinced of its value and provided they can find the necessary funds for the purpose. It must be conceded, however, that in small-sized institutions with small enrolments and proportionately small teaching staffs, departmental libraries are neither necessary nor helpful. It is in large institutions that they are really useful both to the staff and to the students. The staff members are benefitted because they get a better chance of becoming acquainted with the relevant materials in their area of specialization if these are sorted out in departmental libraries instead of being dispersed in a big general library. The departmental arrangement also makes it easier for them to pull out books for distribution among their students whenever the latter have to work on a special assignment or a group project. From the students' angle, they are not only in a better position to familiarize themselves with the materials bearing on their courses but they also have better facilities to use these materials.

37. Considering that the primary schools in Asia are, on the whole, poorly equipped with teaching aids, it is necessary that prospective teachers should be adequately trained to improvise their own aids using, as far as possible, the least expensive materials. Nevertheless, however inexpensive these materials may be, they would always cost something (except for discarded and unneeded household items which can be put to good use by imaginative students). The training institutions should therefore be provided with the necessary funds for these minimal expenses, especially in those cases where the students receive no stipends during their training period.

Staff

38. There are great variations from country to country in the minimum qualifications required of teachers of social studies courses in primary teacher training institutions ranging from a total of thirteen years of studies in one country to eighteen years in another. The trend in a few countries to require of primary teacher educators a Master's degree in Education or a comparable qualification is a trend in the right direction and one that should be followed by the other countries in the region as early as possible.

39. It is recommended, however, that the curriculum for the Master's degree for primary teacher educators should be oriented toward specialization in teacher education on the lines suggested in the Blueprint ... for the special training of primary teacher educators* prepared by the Asian Institute for Teacher Educators. In the case of teacher educators who are or will be

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* Asian Institute for Teacher Educators, Quezon City. A blueprint for the establishment of national centers for the special training of primary teacher educators. Quezon City /1966/ 13 p. mimeo

engaged in the teaching of the social studies, one area of specialization in this course should be the social studies.

40. The fact that a majority of the countries in the region require a professional training qualification even of lecturers who teach only the content courses in the social studies should convince teacher educators in the other countries that this is a desirable practice. The great merit in this practice is that there is a greater likelihood than otherwise that the content courses will be taught with a view to meeting the needs of teachers of the social studies rather than the needs of a historian, a geographer, an economist, or a political scientist. It is on the same grounds that the practice adopted in several of the Asian countries of entrusting the content and the methods courses to the same lecturers can be supported.

41. One problem about the teaching of the social studies in primary teacher training institutions in Asia is the difficulty of finding lecturers who have studied more than one of the social sciences. The most that can be expected of a lecturer is that he has majored in one social science and minored in another; but even such persons are very hard to come by. History is the commonest subject of specialization, after which come geography and political science. There is a dearth of lecturers with qualifications in economics and sociology. This difficulty can be solved best through courses of in-service training in the areas of deficiency, with self-study providing another possible solution. This is an additional reason for recommending that teacher educators pursuing courses leading to a Master's degree in Education should be provided with advanced electives in the social sciences.

42. As regards the responsibilities of teacher educators teaching courses in the social studies, the study indicated that in a majority of the Asian countries the supervision of practice teaching, both on-campus and off-campus, is one of their responsibilities. This is as it should be, considering that they are better qualified for this task than are the "critic" teachers in the co-operating primary schools whose assistance, of course, is also helpful.

43. For the same reason, in many of the countries, the lecturers in the social studies are expected, with varying emphasis, to assist their students in such matters as lesson planning, preparation or selection of teaching aids, location and selection of resource materials, organization of learning experiences, and improvement in teaching techniques. As these forms of assistance enhance the effectiveness of the student teaching programme, they should be regarded as the normal duties of all teacher educators.

44. Only a few respondents make reference to the advisory role of the social studies lecturers in respect of co-curricular activities. The reason

for this seems to be the absence, in the primary teacher training institutions in most countries, of student organizations for extra-class activities rather than the reluctance of teacher educators to assume such responsibility. It is therefore hoped that teacher educators, especially those who are teaching the social studies, will encourage and assist their students to organize and conduct programmes of co-curricular activities, considering the value of such activities in the social training of teachers.